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**GUIDING CHILDREN
IN
DEMOCRATIC LIVING**

FOURTEENTH YEARBOOK

California Elementary

School Principals'

Association

1942

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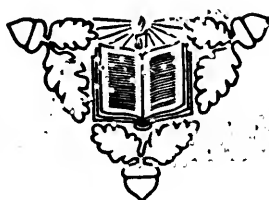
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GUIDING CHILDREN IN DEMOCRATIC LIVING



FOURTEENTH YEARBOOK

**Published by
California Elementary
School Principals'
Association**

VOLUME FOURTEEN

1942

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**CALIFORNIA ELEMENTARY SCHOOL PRINCIPALS'
ASSOCIATION**

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**Guidance in the Elementary School
Tenth Yearbook, 1938**

**The Elementary Principal as Supervisor in the Modern School
Eleventh Yearbook, 1939**

**Children's Interests: Elementary School Level
Twelfth Yearbook, 1940**

**The Elementary School Environment and the Modern Curriculum
Thirteenth Yearbook, 1941**

**Guiding Children in Democratic Living
Fourteenth Yearbook, 1942**

Address all communications regarding

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**Sarah L. Young
Parker School, Oakland, California**

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GREETINGS FROM DR. DEXTER

The elementary school principal holds a unique position among the professional people of the State. He is the person who, in a large measure, determines the attitude of the people toward administrators because he is the first person of such rank to supervise and direct the activities of our citizenry. He furnishes this leadership at a time when the individual is most amenable to suggestion and guidance. He, therefore, determines the direction to be taken by the generation immediately under his control. He can acquaint it with the ways of democracy or instruct it in the tenets of autocracy. He can introduce it to the concepts, principles, and ideals which later find expression in constitutional and representative government, or he can introduce it to the ideas, theories, and standards which provide the excuses for regimented authority in totalitarian government. Of course, he does not need to present a definite outline of study to accomplish either of these purposes. He needs only to use methods and techniques that produce either of these results in his daily and yearly program of action.

These considerations lead me to say that the elementary school is the organization that serves as the spearhead of the kind of a government that a republic expects and demands. Accordingly, I am anxious to cooperate with the principals of our elementary schools in their work. I appreciate the remarkable accomplishments of this group. I try to understand the problems which they face and the efforts which they must make to overcome the difficulties which they encounter. I am proud of the type of men and women who serve as the principals of the elementary schools of California. Their honesty of purpose, sincerity of expression, and devotion to duty stimulate loyalty on the part of the children and create confidence on the part of the parents. This dual reaction is the surest evidence of the success and service of the free, public, elementary school. This attitude thrives in an atmosphere of mutual regard. It becomes a sentiment easy to develop but, once lost, hard to retrieve.

Our principals appreciate the fact that a system of education can not function successfully in human society unless the teachers assist all of the children in their efforts to come into the command of the tools of knowledge. They know that the instructors must help the children to understand the characters and the symbols of knowledge in order to express themselves properly and attain a common medium of understanding. In keeping with this belief our principals are, in a broad sense, concerned with the teaching of the fundamental subjects in a direct and definite way. At the same time, they want the school environment to be warm, cordial, and helpful.

I congratulate the principals of this State upon this fine program of administration and instruction and wish for them the kind of satisfaction that always come through hard work well done.

WALTER F. DEXTER

Supt. of Public Instruction, State of California

GREETINGS FROM MISS PINKSTON

Not long ago a teacher friend of mine asked one of the boys in her class to repeat the "Pledge to the Flag." He did so, but when the teacher asked what was its meaning to him, he answered haltingly. One of his classmates, whose father had come over from the old country, asked permission to tell how his foreign born parent had explained it to him. This father is now one of our fine naturalized citizens, and he told in a common sense way what it means to him to have the privilege of living in this Democracy of ours. He told his son: "We can live in this America and be as good as any one else living here. We can speak our minds. We can have a home; we can have the same things in our home as a rich man; we can even turn that spigot and get water out of a hydrant. In the old country we would not be allowed to have a spigot; we would have to go out to a well in the yard, or get the water we used out of the creek.

"Yes, we pay taxes and lots of them but look at what we get for them—our streets are paved, we have electric lights, and lots of other things. In the old country our streets would be of mud and we would be made to use lamps.

"My son, America is a good place in which to live and to grow up to be a man. We must always love its flag and we must never do anything which will divide this great nation of ours, for here we have liberty. We live in a democracy."

Ours is the creative task of guiding all children. We must make them understand life in a democracy demands citizens fully developed for group living. Each must be able to think instead of having opinions forced upon him; to be able to participate in citizenship opportunities with a satisfaction, either as a leader of the group or as a follower.

So what are the essentials of democracy? My friends, they are knowing how to live as one of a group, being honest and upright in all your dealings with your fellow man, being a worthy citizen of your city, your community, your state, and your nation, honoring God, your flag, and your country, and with all this, using lots of common sense.

This Yearbook, "Guiding Children in Our Democracy" is most timely. You have chosen a subject which I am sure will cause every one of us who read it to take stock of ourselves, for the task which is ours is vital in the future of this nation.

Let me wish you continued success in all your activities.

Sincerely,

EVA G. PINKSTON,

Executive Secretary, D. E. S. P.

PRESIDENT'S MESSAGE

Today, as never before, our association must function on a solid and unified basis. All of our sections must act as one to form a united front if the best interests of the children are to be served. Manifold problems are exerting pressures in the activities of the nation. It is our task to see that the proper leadership in the elementary field will express itself with the power secured thru the weight of numbers.

Ours is an association dedicated to the service of our profession. Our state-wide organization provides the framework within which the federation of our six sections may pursue their activities in a manner best calculated to serve local needs, yet be aware of the relationship of their problems to those of the state and the nation. Workshops, forums, and discussion groups function from the extreme south to the extreme north of our State in a manner that is foresighted and professional. Our yearbooks focus the best thinking of the State on problems of importance to the elementary schools.

This series of books, ranking high in educational literature, is proof of the value of our association. In this 14th yearbook of the California Elementary School Principals' Association is new evidence of the excellent calibre of the work of our group. As an association, we pay tribute to the staff of individuals who have made such a continuity of record possible, and in particular, to Mr. Gordon Stevenson and his committee for the excellent organization, thought, and hard work that has been given to produce this volume.

Our association during its fourteen years of activity has filled a real need in the educational pattern of the State. To all of us is given the responsibility that its service be carried into the future.

E. J. SPIERING

President C. E. S. P. A.

FOREWORD

As this 1942 yearbook goes to press, the entire world is divided into two great contending armies. In reality there is no neutral territory. Any spot on land or sea, no matter how peaceful and remote today, may become a scene of carnage tomorrow.

Each new development in this titanic struggle makes us more aware of the enormity of the forces arrayed for the purpose of destroying Democracy.

The high schools and the colleges are training the older youth and young men and women for early participation in Democracy's defense in industry, and on the field of battle. The immediate duty of the elementary schools is two fold. First to lead in maintaining community morale, and second to make those adjustments necessary to the total war effort.

We have an even more important obligation, however, and that is the long range program of guiding our younger boys and girls into a working knowledge of, and a belief in Democracy so that they will live it now to the fullest measure. They will then be able, when peace ultimately comes, to play a worthy role in the dramatic task of rehabilitating a war-torn world.

In gathering the materials for this yearbook, your committee attempted, not only to talk about Democracy, but to practice it. Toward this end a large number of groups were invited to discuss the problems involved in democratic living. Many of our manuscripts are the result of democratic discussions among elementary principals of every part of our State. Your committee wishes to express deep appreciation to the many who participated in these discussions, and to those who in spite of greatly increased burdens due to the war, gave freely of time and energy in preparing to lead these informal conferences. Your committee especially thanks those who took time to prepare written manuscripts.

Great appreciation is expressed to our president, Emil J. Spiering, for his constant encouragement.

We believe that our efforts have been of service in that discussions stimulated by the yearbook plan have already helped many in the very necessary task of re-defining Democracy.

Your committee presents the 14th Yearbook of the California Elementary School Principals' Association with the earnest hope that it may be a source of inspiration and practical assistance in "Guiding Children in Democratic Living."

THE COMMITTEE GREETES YOU

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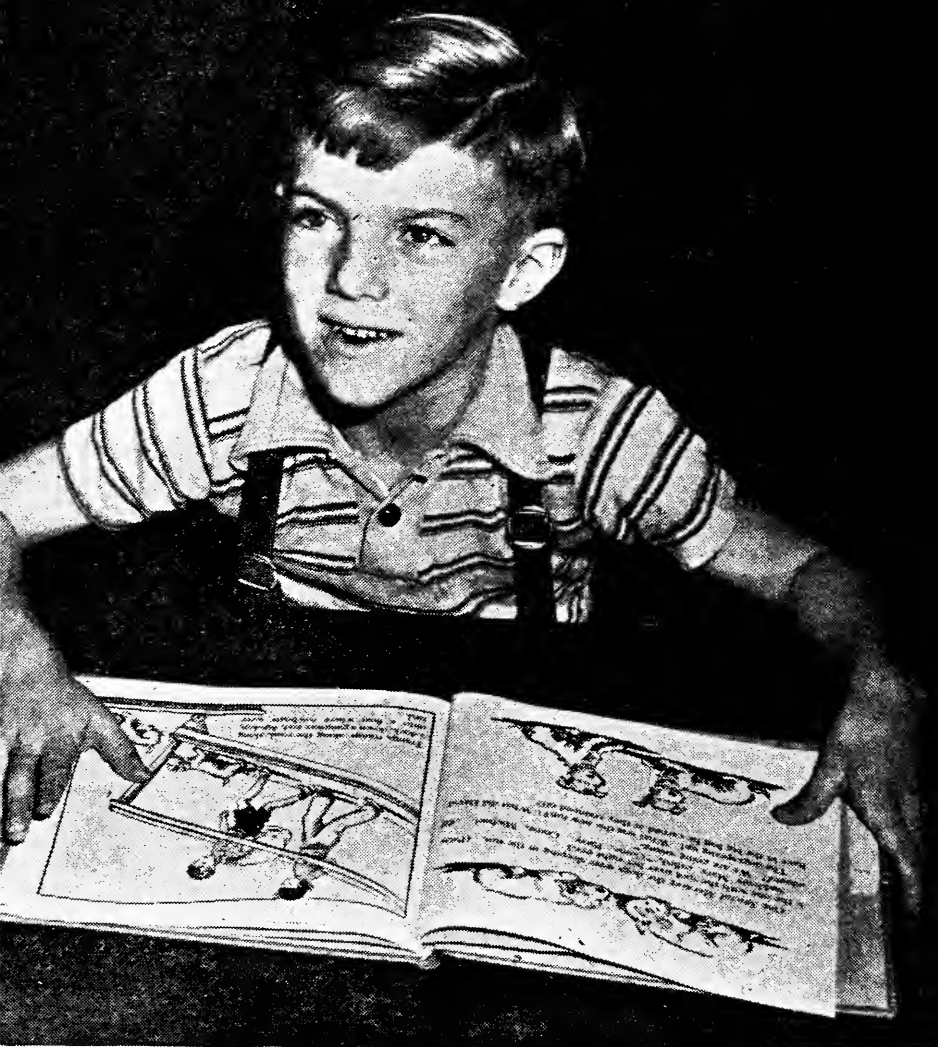
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PART ONE

Introduction



*"Out of this listening, out of this wonder,
Dreams will be woven"*

Pearl Strachan

EDITORIAL COMMENT

In order to bring together the best thinking of principals throughout the state a plan of committee work, and presentation of discussions on the topics of the yearbook was used. The thinking of the committees will be reflected in these editorial comments and also in many of the articles in the book.

Committees who worked on topics in Section I were:

Mrs. Wona Smith, Mrs. Lucille Graham, Mrs. Estelle Burnette, Mr. Duncan Harnois, and Mr. Leo P. Waian, chairman, Burbank; Mrs. Lorraine Board, Glendale; Mr. Raymond Denlay, Santa Paula; Mr. Donald Bridgeman, Mr. Charles Leshner, Miss Virginia Ogle, Mrs. Margaret Matthews, and Mrs. Gertrude Howard, chairman, Inglewood.

The committees working on the creed of democracy found a real need for redefining the meaning of the word democracy, and then a careful examination into the practices of democracy to see how they measured up to its ideals.

They found that they could agree easily on certain ideas in which we all believe. They recognize that the people of the United States have an unbounded faith that their system of public education will lead to the perpetuation of democratic ideals.

In attempting to state these ideals one Committee found it interesting and helpful to paraphrase the Constitution. The notes of both committees, and the summaries from the discussions led by them, point to the excellent leadership given by the Educational Policies Commission. We shall give you here only brief quotations from one of their publications and urge you to read all of **Education of Free Men in a Democracy**.

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8
"Democracy is a vast and complex cultural achievement in the sphere of human relations and social values. Like all of man's finest achievements, it is extremely delicate and fragile, difficult to maintain at the highest level of excellence and easy to follow a course of gradual degradation. Democracy exists only in the patterns of behavior, feeling, and thought of a people. Let these patterns be destroyed and democracy itself is destroyed. And they will be destroyed if they are not acquired anew by each generation, acquired by the complicated process of teaching and learning. Much attention is devoted in the schools to insure the mastery by the young of reading, writing, and arithmetic, of technical skills and processes, of the arts and the sciences. This is all very good and necessary. But the mastery of the ways of democracy is a far more difficult task of teaching and learning, and certainly quite as important to free men. The doctrine that children will learn these ways, if left to themselves, is as unsound as the thought that they would master geometry without the help of their elders."

"All of this means that the American people should give as close attention to the moral quality of their educational program as the dictatorial regimes of Europe have given to theirs. They should pass their entire system of theory and practice under careful scrutiny with a view to bringing it into more complete and direct harmony with the articles of the democratic faith. They should fashion an education conceived in the spirit of that faith and devoted to its defense and further realization—an education designed to prepare their children to guard, to live in, and to develop a free society. More particularly they should fashion an education frankly and systematically designed to give to the rising generation the loyalties, the knowledge, the discipline of free

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men. In a word, the American public school, through its life and program, should proceed deliberately to foster and strengthen all those physical, intellectual, and moral traits which are the substance of democracy—to incorporate into the behavior of boys and girls and youth the great patterns of democratic living and faith.”

“The articles of the democratic faith have never been codified.” . . . “They are embodied in customs and institutions—in the public school, the Bill of Rights, courts of Justice, representative legislatures, systems of law, and ethical codes. Although the boundaries of this faith are elastic and changing, the following articles, related and interwoven, must be included:

First, the individual human being is of surpassing worth.

Second, the earth and human culture belong to all men.

Third, men can and should rule themselves.

Fourth, the human mind can be trusted and should be set free.

Fifth, the method of peace is superior to that of war.

Sixth, racial, cultural, and political minorities should be tolerated, respected, and valued.”

This Yearbook is a record of the leadership assumed by the elementary school people of this state in accepting the challenge to teach a dynamic, every-day-living Democracy to the boys and girls under their care.



John B. Whitelaw
State Normal School, Brockport, New York—

From the Elementary School Journal of Nov. 1940—

His conception of this democratic ideal: “Economic opportunity and reward based on effort and merit; adjustment to changing conditions by peaceful and constitutional means; free discussion of various alternatives of action and then playing the game according to majority decision until the time comes for a new decision; equality of opportunity for education for every citizen; and, finally, a faith that, through the use of intelligence in the framework of democracy, man can control his environment.”

A Creed for Americans

Hugh M. Bell

Chico State College

I believe that I, as a citizen of the United States of America, have these rights and privileges with their corollary duties and responsibilities:

1. I have the **right** to grow up in a healthy environment, but I have a **responsibility** for keeping my body clean and helping to prevent the spread of contagious diseases.
2. I have a **right** to obtain work and to earn a good living, but I have a **responsibility** for sharing my material goods with those who may need them.
3. I have the **right** to marry and to have security in my home, but I have a **responsibility** for maintaining unbroken the marital ties around which my home is built.
4. I have the **right** to seek positions of leadership, but I have a **responsibility** for cooperating effectively with those who occupy positions of leadership over me.
5. I have the **right** to an active voice in the affairs of the government under which I live, but I have a **responsibility** for obeying the will of the majority once the final decision has been made.
6. I have the **right** to demand equality before the laws of this country, but I have a **responsibility** for increasing the effectiveness of our laws by obeying them.
7. I have the **right** to worship God as I choose, but I have a **responsibility** for respecting the beliefs of those who may not worship as I do.
8. I have the **right** to realize my own potentialities for self-development and achievement, but I have a **responsibility** for helping to create conditions which will enable others to attain their maximum growth and development.
9. I have the **right** to share fully in the cultural traditions of my country, but I have a **responsibility** for preserving and adding something to that culture during my lifetime.
10. I have the **right** to be free, to be happy, and to live abundantly in our democracy, but I have a **responsibility** for doing my part to make certain that this freedom, this happiness, and the abundant life do not perish from the earth.

Redefining Democracy

JOSEPHINE DECARLI, Lincoln School
CARL LUNDBERG, Sherwood School
FRANCIS REIMERS, Roosevelt School
Salinas, California

DEMOCRACY as a way of life requires more education of its people than does any other form of society, and it is just recently that we have realized the need for equipping our people with knowledge and attitudes for living in our democracy. Elementary schools should, therefore, take full responsibility for their part in presenting the favorable aspects of our democratic way of living, and help pupils to realize their part in it.

The accumulation of knowledge is not enough. We must hold before our pupils the essence of democracy, and give the opportunity for democratic living which will instill in them the ideals and procedures of democracy in such measure that they feel that they are a part of it.

It is true that American ideals have not as yet been fully realized nor have they been fully developed, but we would not want to live in a society that has become static. This state of progressive change is encouraging for our pupils, as they will have an opportunity to help in developing those ideals. There is a challenge to help work out the ills of democracy, but they must feel that democracy, even with its ills, is far more desirable than a totalitarian state.

Our pupils must know the background of our nation. They must appreciate the fact that our democracy is the development of centuries, even before the discovery of America. They must appreciate, also, that the different races and creeds which contribute to our democratic whole, contribute to our social and spiritual improvement.

The strength of a nation depends on the character of its individuals. There is no safety in democracy unless good characters are both in leadership and among those who choose such leaders. Our children should learn early the traits of good character, so that they will become good citizens and find their place in furthering the ideals of democracy.

Children must learn early, too, that we cannot take democracy for granted, that this spiritual and moral possession must not be neglected. The events of the present testify to that. Our apathy has often been considered our greatest weakness. It is said that Germany has taught her people to consider democracy as the "freedom of indifference", and indeed many Americans have allowed it to become so.

We must implant in our pupils the willingness for service, the spirit of personal sacrifice, and that desire for freedom that is necessary for personal liberty in a democracy. They should be willing to curtail special privilege and personal interest for the common good. The Golden Rule is fundamental to democratic relationships in our society because it recognizes the rights of others, which recognition is basic in our way of life.

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Our children must learn to love their country. They should thrill at seeing its mountains, lakes, forests and factories. Their appreciation of this land, its animals, its soil, and other resources should be so great and so personal that they would wish to preserve them for all time.

But appreciation and preservation of our physical resources is not enough. Our pupils must have the sense of belonging, of security, and the desire for active participation in removing the obstacles of democracy. They should understand their place in the scheme of things.

Democratic government cannot be thought of as mob rule, but rather as control by representative persons whose prime interest is the general welfare of all. The difficulty today is that too many people are not educated for democracy; hence they do not understand its functions, nor are they grateful for being able to live in it. Our aim, then, is to educate the individual for his place in democracy. We must teach him to consider his obligations as well as his rights, for he must not claim for himself a right or privilege he would deny another; selfishness must submit to fair play. Through daily living together, observing the rights of others, helping when possible, children get the real feeling of democracy.

Pupils must be helped to hold to our democratic ideal by learning to think for themselves. This is the only way our boys and girls are going to be prepared to solve their problems. They must be prepared to evaluate what they hear and see. Our duty as teachers is to help pupils make proper deductions so that they will not get false ideas about democracy and the so-called advantages of dictatorships. Outside interests are willing that the school leave indoctrination to them, but we know that we must give pupils a basic knowledge so that they will be able to discriminate between enlightening information and mere propaganda. "The defense against a bad idea is a better idea; the defense against a half truth is the whole truth; the defense against propaganda is education; and it is in education that democracies must place their trust".¹ The ideals of democracy must be so very clear to the pupil that he will be capable of answering those who would spread opinions or beliefs which are contrary to democratic ideals.

The duty of our schools is plain. Young people will not grow up into alert, patriotic, intelligent Americans automatically. Each child must understand his rights and privileges as well as his duties and responsibilities. Our schools must hold before pupils the principles of democracy, encourage them to think democratically, give them opportunity for democratic living, if we are to preserve our inalienable rights and shape the destiny of America.

¹ Flowers, William R., "Education for Democracy," *Baltimore Bulletin of Education*, Nov. to Dec., 1939.

Are We Meeting the Challenge of the Times?

CORINNE A. SEEDS,
U.C.L.A.
Prin. Univ. Elem. School

THERE IS no more fitting moment than the present to discuss whether or not we, as educators, are meeting the challenge of the times. These are perilous days. The German totalitarian machine blasts relentlessly at the last strongholds of those who love freedom, right and common decency: Great Britain and the United States. Plowed under are the social faiths of the small constitutional monarchies of Norway, Denmark, Holland, Belgium, and Greece, and the republics of France, Czecho-Slovakia and Poland. The whirring motors of the mighty axis planes have grown steadily louder, more ominous and closer to us until on December 7th at Pearl Harbor the whirring became a bombing which made us participating members in this world struggle to decide the fate of democracy, our social faith.

In coastal California we know now that there is a war. We are beginning to feel that we are in it. We have experienced the blackout—have had to crawl home through a blackened city only to discover that it is against the law to do so—that when driving during a blackout one must put the car by the curb and seek shelter in the nearest building. On Christmas morning we heard the blast of our guns as they sank a Japanese submarine. We have watched the night-long glow of the lights from the Douglas, Lockheed and Northrop Airplane factories and have seen the dog-tired employees staggering home after long, long hours of labor. We have seen mile-long freight trains composed of flat-cars carrying tanks, machine guns and military conveyances of all kinds slipping toward the harbor under cover of night where their loads are placed on transports bound for the Orient. We have seen the moonless night made bright as day as twenty searchlights at once played upon the flight of a long airplane through the sky.

In the schools we have sounded a two-minute gong and have seen our children push their tables to the walls, away from the windows, raise the windows and then scurry under the tables where they lie flat on their stomachs with their mouths open until the “all-clear” signal is sounded. A heart-breaking process for us but not for the children, who in their ignorance hope that a bomb will actually fall!

Yes, in California we know that the war is here. We also know what it means to see the blanched faces of our Japanese friends trying to live above the suspicion which surrounds them.

We are at war.

We are at war with those who oppose our way of life.

We know that we must win if democracy is to live and grow in the world.

Can we as educators do anything to help meet this challenge?

In the **Readers' Digest** of February 1942 many of you have read the startling digest of the book **Education for Death**, by Gregor Ziemer. If you have not done so it will be well worth your while, as it clearly presents to us who have believed in Education for Life the need of making life and living seem more worthwhile. As also did Erika Mann's **Education of a Barbarian**; this book tells how Hitler, through less than twenty years of education in line with his objectives, has reared a generation of barbarians who are fired with the thought of dying for their Fuehrer.

Tiny tots memorize songs such as this:

We love our Fuehrer,
We honor our Fuehrer,
We follow our Fuehrer,
Until men we are;
We believe in our Fuehrer,
We live for our Fuehrer,
We die for our Fuehrer,
Until heroes we are.

The challenge which we must meet through the education of our children in keeping America strong and keeping her free is excellently expressed by Gregor Ziemer in his book. He says that:

American education has always been an education for life. We have emphasized and encouraged a broad cultural basis, even for those who are to specialize in trades and professions, believing that knowledge of many things makes for more joy in living. Our methods are now being seriously challenged. Hitler's youth shouts that our system is decadent; it points scornfully at our lack of enthusiasm, lack of discipline and seriousness, and says that we do not teach devotion to a cause.

If we are to combat the spirit of German youth with our own spirit of democracy, it will have to be a rejuvenated spirit, a spirit as fiery in its concentration as Nazism is in German schools. Hitler is making Nazis with every means at his disposal. We must consciously work to make democratic Americans. He is preparing boys to die as soldiers, girls to bear more soldiers. We give boys and girls freedom and democracy and life, but we do not, as we should, train them to realize the benefits of these gifts and the obligations which go with them. Hitler is making fanatics. We should make believers. Our democracy, our heritage of freedom, is worth getting a little excited about. When I hear the pledge to the American flag recited as if it were a tiresome nursery rhyme, I ask myself if we have any spirit at all.

"Let me die for Hitler!" cried the German boy. Our slogan must be, "Let me live for America!"

Can we meet this challenge? Can American educators guide their boys and girls so that they may "live for America"?

GUIDING CHILDREN IN DEMOCRATIC LIVING

In his Creed, Article V, Dr. John Dewey, the great American philosopher has said:

"I believe the teacher is engaged not simply in the training of individuals, but in the formation of the proper social life.

"I believe every teacher should realize the dignity of his calling: that he is a social servant set apart for the maintainance of proper social order and the securing of the right social growth.

I believe in this way the teacher always is the prophet of the true God and the usherer in of the true Kingdom of God."

Dewey believes we can meet the challenge. He believes that it can only be met through enlightend action which is the result of education which is essentially democratic. That type of education is ours to provide for our children.

What is this ideal Kingdom of God which Dewey would have us usher in but the way of life which the Nazis despise—a social democracy whose central values involve:

1. The conception of the worth of each individual.
2. The principal of human equality and brotherhood.
3. The process of free inquiry, discussion, criticism, and group discussion.
4. The canons of personal integrity, honesty and fairness.
5. The idea of the obligation and right to labor, and
6. The sense of devotion to the common good.

Hitler was able to produce a race of barbarians because he conceived clearly the type of society he wished to build. He outlined his objectives with precision and then built a system of education which would fulfill adequately his chosen goals. In less than twenty years a new race of Germans has been produced, giving proof to the fact that for his purpose his form of education was effective. The German Youth lived National Socialism and so became National Socialists.

In America, if we would preserve and extend democracy it is necessary to define its objectives and then arrange experiences through which American youth may live democracy and so in the process take unto themselves democratic ways of living. Only in that way can the task be accomplished. But it can be done!

Teachers can so help children to ways of democratic living that they can never find happiness either in being autocratic or responding to those whose behavior is autocratic.

To us is delegated the larger share of this great responsibility because:

1. In each of our classrooms the conditions conducive to democratic social living are present.
 - a. The children of all of the people are there together usually in large unselected groups.

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- b. Native endowment plus previous experience makes of each child an **individual**.
- c. Potentially each child may participate as an individual in both small and large group enterprises
2. Elementary teachers are particularly responsible because children of elementary school age are in the formative stage of their lives. In those years it is possible to modify their behavior easily and rapidly.

The task can be done by us. The conditions are favorable, but we must know what principles underlie the democratic way of life and must have accepted them for action before we can guide children to so live.

I am fairly sure that all of the teachers in America would say that they believe in democracy, but when one examines their **practices** in their classrooms it becomes apparent that they do not all live it nor help children to do so.

Teachers must always be conscious of what democracy is—that it is an ethical way of running life so that there may be optimum happiness for each and all and that there are three main principles involved in the process, three which must be taken into account constantly because they have implications for classroom practices. They are:

1. The right of each individual to grow and develop to his highest capacity in the direction of the right and the good — which means that in school provisions must be made so that:
 - a. Each child pursues interests that make his particular life richer to him.
 - b. Each child may do different things.
 - c. Each child may make his own choices.
 - d. Each child will count as a person and be so treated.
2. As individuals in a society cannot develop to their highest capacities without an environment conducive to growth, all of the institutions and resources in the world should exist for man to use in his development. This means that teachers in a democracy should provide for their children environments which are:
 - a. Varied so as to simulate individual growth.
 - b. Rich in possibilities for child-living socially and individually.
3. As the individual interacts with his environment in satisfying his own felt needs while he pursues his interests, he must consider the welfare of each and all of the others and when necessary for the highest type of group living make choices in line with the best interests of the whole group. The whole group, on the other hand, must ever be conscious of forwarding, whenever possible, the highest possible individual development.

In brief, it is the principle of each for all and all for each.

This would mean that teachers must make provision for:

- a. Large group activities to which each individual makes his contribution in the light of what he can do best to promote the common good.
- b. Guidance so that democratic social ideals develop.

If we are to meet the challenge of educating our boys and girls to live for America, to become integral parts of a democratic social order, it would seem that in our school programs emphasis should be given to the acquisition of:

1. Good physical and mental health.
2. Broad and deep social concepts and understandings of how man satisfies his basic human needs in his physical and social world as contrasted with his achievements in the past and as projected by creative thinking into the future.
3. Skills and techniques which make possible the extension and deepening of understanding of life activities.
4. Attitude and appreciations which impel democratic response.
5. Aesthetic creation and experience.

Let us consider each of these phases of our school programs separately.

1. Are we providing experiences which promote physical health? mental health? Our school plants are showing an improvement in buildings and equipment which provide maximum health surroundings. We have programs of physical education activities: games and sports, folk dancing, and rhythms. We are recognizing growth needs of children at different age levels and providing games which will satisfy their needs.

Our great danger in the upper levels is that in our endeavor to put our schools forward in the field of athletics we resort to a type of competition which has no place in a democracy. Also we are too prone to think of our programs of physical activities only in terms of those already physically fit.

In a democracy we must arrange an environment which is conducive to the highest development of each and all. Our big problem in physical education is to find experiences which will promote the highest development of the under-developed and the over-developed. Unless these children can feel a sense of belonging on the playground, feel one with their peers there is a lack of adjustment which is not conducive to mental health.

Instead of concentrating our efforts to build a winning team let us dedicate ourselves to the promotion of physical and mental health in all of our children. If a child cannot assume his responsibility in games then remedial measures should be applied, and expert aid sought from a physician who will help set up a program for the child. Until we place first emphasis upon the health of the children under our care we are going to continue to have numbers of physically unfit.

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Can this problem be solved in the school?

Not alone. The whole people in a democracy must protect the health of its members. This involves changes in our economic structure which will enable all people to have adequate food, clothing, and shelter, together with competent medical advice.

Schools can do much. You are doing much with school lunches, school nurses and physicians. But we can all do more!

As to mental health. Continuous efforts are made to arrange our school environments in such a way that in each activity the needs of the individual children are met. If our children are to have sound mental health the opportunity must be provided for individual choice. A person grows to his highest capacity only as he himself makes a contribution of his own choosing to the group enterprise. In all of our work, be it in the social studies, art, music, reading, arithmetic, this principle holds true, the environment in which the child is to grow must be wide and rich enough to provide experiences for each in the light of his own needs and desires. It is undemocratic as well as uneducative for all of the children in any room to be occupied at the same time with the same materials. In solving a problem, "Why do boats float?" in the third grade, reading material in at least three levels must be furnished. In arithmetic there are at least three groupings in each class. Democracy demands that we meet the needs of each individual in the group in order that each may find satisfaction and build sound mental health.

2. Democracy is deeply concerned with the social concepts and understandings of how man satisfies his basic human needs in his physical and social world. All of us have given serious thought to this as expressed by our Social Studies programs. We have recognized as the core of the curriculum this study of man as he struggles to satisfy his needs and desires in his world, and today many of our school activities stem from this central core.

It is through these social studies that our children build the concepts which help them to think and act as members of our democracy. The social studies are basic to democratic social life. As supervisors, I believe, our greatest task in meeting the challenge of the times is to help teachers in their guidance of children through these major areas of social experiences. We should help our teachers to choose such an area, to arrange initial environments so that the children will respond, to plan with the children a sequence through the area so that worthwhile learnings and concepts will be acquired. We should help them to see the points at which integration with the various fields of subject matter may be desirable and possible. We should help them to keep careful, cumulative records of the experiences involved which may be shared with other teachers. And, above all, we should help the principals to see that there is a continuity of experience throughout the school in the Social Studies.

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A good social studies program provides the essentials of democratic living. Both understandings and attitudes are acquired through a living process.

3. Of course in a democracy children should have possession of the fundamental skills and techniques. The modern school believes that it is undemocratic and ineffective mentally and socially to insist that all children learn to read, write, spell, and compute at six. It believes in a gradual progression in the acquisition of the skills when there is readiness and need. Learning to read from the ages of six to eight, arithmetic as such left to fifth and sixth grades are practices which make for better results without emotional disturbances along the way. Carrying out such a program does involve the stressing of the social studies and presenting new experiences for children.

Democracy demands that each individual be treated with respect to his needs at any one time. Forcing children to learn skills for which they have no need when they are unready physically and mentally does not aid us in meeting the challenge of the times. Often it destroys the child's confidence in himself forever by branding him as a failure in the beginning of life. Let us teach the skills better than ever, but let us do it in line with the best principles of education and democracy.

4. How do we build the attitudes and appreciations which impel democratic response on the part of children?

In keeping with their social growth and development, environments must be arranged where the children engage in group enterprises to which each contributes in the light of his capacities. For example, in a study of Boats, Harbor and Cargo:

Each builds a boat that can function in the harbor
The whole group makes the harbor
Small groups create the harbor facilities
Individuals make cargoes for their boats
All play together and run harbor
All discuss together
Each individual paints what interests him
All evaluate and appreciate
All engage in rhythmic expression
All evaluate, etc.

In this way the attitudes from which spring democratic thinking and action are built through day by day interaction with each other in worthwhile pursuits. Such attitudes are:

1. Freedom of expression.
2. Active participation in life activities.
3. Respect for the rights of others which includes tolerance, respect for property, etc.
4. Cooperation.
5. Sharing.

6. Acting on the basis of responsible thinking.
7. Responsibility and social concern.
8. Independence of thought and action.
9. Self-control and respect for delegated authority.

5. Lastly, if we are to meet the challenge of the times we must make provision for aesthetic creation and experience. To think and feel vitally about something is only half of a life experience. To make the experience complete it must be externalized in some way. A child becomes thrilled watching the bubbles in the tar pit and thinking how the mammoths, short-nosed bears and sabre-toothed tigers were caught in the tar. That is satisfying, but is so much more satisfying if he can say what he thinks and feels through writing, painting or dramatizing. Such expression, through guidance leads to appreciation of the aesthetic and keeps alive the spirit of those who are to be the artists of tomorrow.

Vachel Lindsay in his poem of the "Leaden-eyed" has said:

Let not young souls be smothered out before
They do quaint deeds and fully flaunt their pride.
It is the world's one crime, its babes grow dull,
Its poor are ox-like, limp and leaden-eyed.

Not that they starve, but starve so dreamlessly,
Not that they sow, but that they seldom reap,
Not that they serve, but have no gods to serve,
Not that they die but that they die like sheep.

Die as do Hitler's men—like sheep following the leader!—never having expressed thoughts and feelings of their own! Democracy must free the spirit and encourage expression of feeling and emotions such as we find these children voicing in their poems.

FOG

The fog is little pinches of rain
With no cracks in between.

—Katherine—6 years

MY LITTLE KAYAK

What do I care
For seagulls that cry?
What do I care for the iceberg so high?
My paddle goes forward

And then comes back
As I ride in my little kayak.
What do I care
For the rolling waves?
What do I care for the sea?
For when I've grown up
Across the world
My little kayak will take me.

—Elaine—8 years

THE GLIDER

Bird on the wing, I used to yearn
The secret of your flight to learn.
I used to run and seek to catch
The sparrow, the robin, the nuthatch.
I used to long to hold you, then,
Your flight to watch, once, twice, again.
But now soars swift across the glade
A thing that my own hands have made.
A man-made thing with wings of wood,
Which needs no gas, nor oil, nor food.
Long days I worked, worked to complete
This bird, to smooth and make it neat.
To cut, to shave, and then to glue.
Then mine like the others was ready, too.
I took it up to the breast-high grass
Where, there above the real birds pass.
I adjusted the rubber and lightened it, too.
Then I let go. I watched, and it flew!
It straightened into a steady glide
And landed safe on the broad hillside.
Then again it flew without a sound
And thumped on the hillside upside down.
But it could not fly always, its strength
 was sapped.
It fell once more, and the rubber
 snapped.
So I have captured a thing that will fly,
That will dust its feathers against the sky.
And though it can utter no sound or call,
It will swoop, and soar, and glide—and fall.
And I need no longer wish for cheewiuk or wren,
For as soon as I've a rubber,
 I'll fly it again.

Margaret, 10 years

PEACE IS THERE

There stands a mighty mountain,
Deep purple in its heart;
Below, a soft, green hill,
A cushion for the mountain's feet.
Peace is there.

There flows a sparkling river,
Fresh from the melting snow,
Singing over the stones
That pave its way.
Peace is there.

Above all this, a deep, blue sky,
Look up, look up.
A sudden flash;
Is it a bomber dropping bombs?
Oh no, a sudden flash of sun—
A yellow ray, a flash of gold
Shot from a shimmering sun.
Look up, give thanks!
Peace is here.

—Doris, 11 years

As we all know from experience, such expression affords the greatest possible release to the individual. How many of us have written letters which we have never sent? After the writing it was not necessary to send them. The greatest of all challenges is that in these troublous times we ourselves acquire emotional stability and help our children to face reality with confidence and poise. Thus it behooves each of us to protest against any efforts on the part of taxpayers' organizations to curtail those activities of the school which best build such emotional balance.

Are we meeting the challenge of the times?

Each of us has made a beginning. Each of us can do more. In our dealings with our co-workers let us put the principles of democracy into action as we devote ourselves wholeheartedly to the realization of something far larger than ourselves—the realization of the brotherhood of man. In doing this we become one with the spirit of everlasting good. In that way we will meet not only the challenge which the crisis of today flings at us but the challenge of all time to men of good faith.

Democratic Ideals in Teaching and Administration

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THE IDEALS of the school are necessarily determined by the ideals of the social order which maintains the school. In an autocratically controlled society, the ideals of the school are inevitably authoritarian. It would be reasonable to expect that in a society committed to the democratic way of life the theory and the practices of the school should reflect the fundamental ideals of democracy.

In an autocracy the adaptation of the school to its purposes is easily accomplished. The objectives of teachers and administrators are defined by the dictator in control, and these objectives must be attained. Excuses for failure, or equivocation regarding results are not tolerated. Inability to accomplish the desired objectives means the elimination of the persons responsible for results and the substitution of new agents. Complete subserviency to the dictator's will, as well as a high degree of efficiency in the realization of purpose, is exacted of the school and its personnel.

In democratic society the school has not yet been satisfactorily adapted to the full realization of its purposes. The failure can be explained on several grounds. First, the traditions of the school are authoritarian. It has been difficult, therefore, for teachers and administrative officers to break with undemocratic practices. These practices have been, and still are, acquired by imitation even though they are in conflict with the ideals of democracy. As a result a great disparity often exists between the ideals of democracy as generally conceived by American citizens and the practices of the schools which have been established to perpetuate democracy. Second, the members of society who support the school are products of authoritarian methods imposed upon them when they were pupils. As school patrons they frequently tend to idealize these methods. Hence when confronted with methods which have been modified to conform to democratic ideals, they not infrequently become critical of teachers and administrative officers, and resist the changes so vigorously that the school is compelled to revert to its traditional practices. The third explanation for the continuation of inappropriate school practices is the failure of some teachers and administrative officers to comprehend the controlling principles of democratic procedures. Although they subscribe vocally to democratic ideals, in their everyday work they continue to use the methods of the past. Their school practices are not in accord with the principles of democratic society. They do not instruct and administer as well as they know. They regard the school as an instrument of democracy; but, when confronted with particular school situations, they fail to apply democratic ideals. They are like a person

¹ Abstracted with permission of the University of Chicago Press from "Education in a Democracy," Walgreen Foundation Lectures, 1941.

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whose eyes do not focus. When one eye is closed, the individual sees clearly with the other eye; but, when attempting to use both eyes at once, the person sees double.

Some people may wonder why a social order committed to democracy tolerates a school in which the procedures are frequently at variance with its ideals. The reason is that in a democratic society immediate results are less important than the ultimate or long-term objectives. The accomplishment of results by authoritarian methods is rarely permanent, since the end seldom justifies the means. Generally speaking, if either ends or means are undemocratic, the long-term results are less satisfactory than those achieved when both ends and means are democratic. For this reason society has been willing to tolerate a school in which the means are temporarily at variance with the ends, and meanwhile to hope that the conflict will ultimately be resolved. There is, of course, a limit to the amount of conflict which a democratic social order should tolerate. But as long as teachers and administrative officers conceive of the school as a community institution "in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race and to use his own powers for social ends"² so long will the school receive the support of society, even though some of its internal practices are out-moded and discredited.

In a social sense democracy is conceived as a plan of living in which a conscious effort is made so to organize life that all persons may share, to the extent of their abilities, in the achievement of common purposes. If democracy in this sense is ever to be realized, its ideals must be translated into meaningful experience for the young through public school teaching and administration. This result cannot be achieved in a school system which provides nothing more than verbal instruction about democracy in its classrooms. In such a school system an anomalous situation is created: the institution which has been established to prepare the young for intelligent participation in democratic society is habituating the pupils to the methods of authoritarian control even while it is giving them instruction about the merits of democracy.

The pupils in classrooms so conducted and the teachers in schools so organized and administered are required to submit to a rigid regimentation sometimes approximating military control. Even if the teachers and the administrative officers are benevolent in their attitude, the results are almost certain to be ineffective because the fundamental principle of shared responsibility is overlooked.

The principle of shared responsibility, as applied to the relations between teacher and administrator, for example, does not mean that the school system must operate without a head, or that the authority of the head is no greater than that of the least important staff member. It simply means, as Dewey pointed out in 1903, that "every member of the school system, from the first-grade teacher to the principal of the

² Dewey, John, *Education Today*, p. 6. New York: G. P. Putnam's Sons, 1940. (The quotation is taken from "My Pedagogic Creed" written by Professor Dewey in 1897.)

high school, must have some share in the exercise of educational power. The remedy is not to have one expert dictating educational methods and subject matter to a body of passive, recipient teachers, but the adoption of intellectual initiative, discussion, and decision throughout the entire corps."³

"No matter how wise, expert, or benevolent the head of the school system," continued Dewey, "the one-man principle is autocracy." The effects produced on the pupils when the teacher exercises autocratic control, or on the teaching corps when the principal, superintendent, or board of education assumes dictatorial power, are complete subservience to instructions and orders, unnatural and artificial relations, and the tendency to disregard instructions and orders except when under supervision. In the absence of those in authority, no person is disposed to assume any responsibility for which authority has not been specifically conferred.

Opposite results are experienced in schools in which the methods of instruction and administration are characterized by the term *laissez faire*. In these schools the activities are carried on largely without plan and without direction by the teachers and the administrative officers. The school operates according to certain established customs, it employs teachers and has an administrative head, it opens and closes at specified hours, but the schedule of activities varies with the inclinations of the pupils. If some pupil suggests an excursion to the near-by fish market and the majority of pupils in the class concur in the suggestion, the class drops whatever it may have been doing and embarks on the excursion. Thereafter, as long as the experiences of the excursion continue to hold the interest of the pupils, their activities will be dominated by "fish." When this interest begins to wane, a new interest is taken up, perhaps frogs. Thus, the temporary interests of the majority of the class determine very largely the learning experiences of the pupils.

Broadly speaking, the practice of such administration in elementary schools can scarcely be regarded as educationally respectable, although a few teachers and administrative officers may be found who approve the type of freedom reported in the foregoing example. They justify the practice on the ground of their disbelief in authoritarian control. In their efforts to find a solution to an unsatisfactory situation, they have merely seized the other horn of an unfortunate dilemma. Solutions to important problems cannot be effected so easily. By adopting a policy of *laissez faire*, these people have failed to recognize that the responsibilities of administrators, teachers, and pupils for the management of the school differ, and that, therefore, their authority must also differ. The age-old principle that authority and responsibility should be commensurate is entirely overlooked.

Teachers and administrators who conduct their schools in accordance with the ideals of *laissez faire* erroneously assume that democracy

³ Dewey, John, "Democracy in Education," *Elementary School Teacher*, IV (December, 1903), 196.

⁴ *Ibid.*, p. 195.

implies freedom of action, "forgetting," as Dewey points out, "the importance of freed intelligence which is necessary to direct and to warrant freedom of action. Unless freedom of individual action has intelligence and informed conviction back of it, its manifestation is almost sure to result in confusion and disorder. The democratic idea of freedom is not the right of each individual to do as he pleases, even if it be qualified by adding 'provided he does not interfere with the same freedom on the part of others.' While the idea is not always, not often enough, expressed in words, the basic freedom is that freedom of mind and of whatever degree of freedom of action and experience is necessary to produce freedom of intelligence."⁵

"Misunderstanding regarding the nature of the freedom that is demanded for the child," says Dewey, "is so common that it may be necessary to emphasize the fact that it is primarily intellectual freedom, free play of mental attitude, and operation which are sought. If individuality were simply a matter of feelings, impulses, and outward acts independent of intelligence, it would be more than a dubious matter to urge a greater degree of freedom for the child in the school. In that case much, and almost exclusive, force would attach to the objection that the principle of individuality is realized in the more exaggerated parts of Rousseau's doctrines: sentimental idealization of the child's immaturity, irrational denial of superior worth in the knowledge and mature experience of the adult, deliberate denial of the worth of the ends and instruments embodied in social organization. Deification of childish whim, unripened fancy, and arbitrary emotion is certainly a piece of pure romanticism. The would-be reformers who emphasize out of due proportion and perspective these aspects of the principle of individualism betray their own cause."⁶

It can scarcely be doubted that the training for participation in ordered democratic society which is provided under *laissez-faire* administration is fully as unsatisfactory as that which results from autocratic control. Obviously both the autocratic and the *laissez-faire* ideals are unsatisfactory, because they fail to provide the kinds of school experiences needed by pupils in developing an understanding of, and an appreciation for, democratic processes.

Since neither authoritarian nor *laissez-faire* methods provide the types of experiences needed in the realization of the schools' purposes, some other method must be employed which will be in harmony with the major objectives of public education. The desirability of another plan of conducting schools has long been recognized in theory, but, until recently, examples of improved programs have been difficult to find in actual practice. Teachers and administrators recognize the necessity of training their pupils for participation as citizens in democratic government, and many attempt to organize their schools as laboratories in which pupils may secure experience in self-government

⁵ Dewey, John, "Democracy and Educational Administration," *School and Society*, XLV (April 3, 1937) 459.

⁶ Dewey, John, "Democracy in Education," *Elementary School Teacher*, IV (December, 1903), 199.

under guidance, as well as an understanding of democratic government through instruction in classrooms. The application of this theory in practice has been difficult in many schools because of the reluctance of some administrators to permit experiments that might bring criticism from the public and also because of the inability of many teachers to cooperate understandingly in making their classrooms a part of a school laboratory in which the theory and the practice of democratic government are effectively related.

Attempts have been made to institute self-government in the schools through the organization of commission forms of government, school republics, school cities, and the like. These plans have usually failed to accomplish the purpose for which they were established because pupils have not been able to make the transition from the customary authoritarian form of school and home control to forms involving a large degree of personal freedom. Moreover, some of the forms mentioned have introduced the pupils to a type of regimentation which has been so artificial and so barren in its motivation that the pupils have generally preferred to abandon it and to return to authoritarian control. These plans have failed because the pupils had not been prepared for the assumption of the responsibilities that they were expected to carry. Furthermore, the teachers and the parents, because of lack of understanding, were often unfriendly to the plans and did not cooperate effectively.

Instead of beginning with some formal plan of self-government, the modern school should start by allowing pupils to participate in the organization and control of class activities and should gradually increase the responsibilities of the pupils through allowing them to share in the administration of school enterprises. Not all teachers and certainly not all pupils are equally prepared for effective cooperation in democratic participation. The task of the administrator thus becomes one of evaluating the readiness of his teachers and pupils for participation, and of providing each with opportunities to contribute as much as he is capable of contributing to the common undertakings of the school.

Thus the most important measure of the effectiveness of the teaching and the administration in any school becomes the quality of its product—the pupils. Do the pupils emerge with civic intelligence, with established habits of meeting civic responsibilities, and with an appreciation of the processes of the democratic way of life?

Even if the schools are not yet able to provide adequately for the direct education of pupils of certain types, many opportunities for indirect education are offered through living with other pupils and sharing the responsibilities of school citizenship. In so doing, the pupils acquire the ideals of democracy, that is, they acquire a genuine feeling of group membership, through learning to think, to feel, and to act as a part of a group as it performs its activities and strives to attain its ends.

The assumptions which underlie our democratic ideals are: (1) uni-

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versal respect for an individual's worth and dignity regardless of his race, creed, or social status; (2) increasing emphasis on ways and means of cooperating for the common benefit; and (3) stress on the development of each individual's potentialities in so far as they do not conflict with the common welfare. If these assumptions are accepted, it follows that all the personnel of a school must be fairly represented in policy-making and appraisal. It follows, too, that persons should be assigned to tasks where their special aptitudes may be utilized most effectively and that the facilities should be arranged to serve best the needs of the entire community.

The task of the school administrator in translating these assumptions into operating principles has been admirably stated by Tyler:

"Persons as individuals are the ends of human activity and are not to be conceived as means, that is, as pawns to be moved about on the chessboard of life. This exaltation of the dignity and worth of the individual gives significance to all the human relationships which make up so large a portion of the school administrator's activities. There is always temptation to become engrossed in the system so that the smoothness of the action of the organization becomes in itself a satisfying goal for administrative activity. There is also the temptation to judge one's administrative effectiveness in terms of the material resources provided. Democratic leadership re-emphasizes the importance of considering the effect of every activity upon each human being involved. In the case of school activities this means a primary interest in the effect upon individual teachers, individual pupils, individual parents, and individuals within the community who are involved in one way or another with the work of the school."

Clearly, the advantages of democracy as a mode of living for a people which is committed to the belief that government is instituted to secure for the governed the inalienable rights of life, liberty, and the pursuit of happiness, can be realized only through education. This education must skilfully blend the theory and practices of democratic government as the children experience the privileges of school and community life. The function of the school is to provide a plan of living which will result in the gradual maturing of every child as a member of the democratic social order and his complete acceptance of democratic ideals. In the realization of this function, the fullest participation in the activities of school and community life should accompany the intellectualization of the processes and purposes. This is the democratic method of facilitating harmonious growth. One achievement by an individual increases both the desire and the ability to engage in other undertakings. Thus, the personnel of a school community acquires experience in bearing social responsibility through skilful teaching and intelligent administration—the only method known to be successful in the preparation of individuals for the fullest and wisest use of the freedom afforded by the American way of life.

¹ Tyler, Ralph W., "Training Administrative Officers for Democratic Leadership," *Democratic Practices in School Administration*, pp. 64-65, Chicago: University of Chicago Press, 1939.

What Beliefs? — Creeds?

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WHAT should the elementary school hold before its pupils as the belief, or faith, or creed of democracy?



"I pledge 'legiance to the United States of America and to the country for Richard Sands, one nation invisible with liver tree 'n justice for all—", recites the seven year old each morning before he drops into his seat.

Is this a belief? A faith? A creed? Alas, no. Jargon? Perhaps. Maybe something you do for the teacher. At best, something you say about the flag which is bright and pretty—important, too, because grown ups always clap when it comes on the movie screen or in a parade.

Beliefs, faiths, creeds—shall we or can we achieve what we desire in the child by holding before him in words—in mere abstract symbols for ideas our conceptions of democracy?

It is far easier to agree upon *what* are these beliefs, faiths, or creeds we desire to have develop in children than it is to agree upon *how* to get them built into the lives of elementary school boys and girls. Although the scope of this article is to name the *what* which could be a trite little list that would be approved by most people, we shall include some illustrations of *how* just for the sake of enlivening things a bit.

Our Constitution of the United States, which has been called unique because it is the first declaration not of independence but of interdependence to be made by a great government, names our most cherished beliefs in democracy. Since it is the avowed purpose of our system of free public education to perpetuate democracy as a way of life it seems but natural to look to this "declaration of interdependence" for the ways of democracy we would carry on.

What then, are these ways—, these rights, privileges, duties, and responsibilities? The following list, while not all-inclusive, probably contains enough implications for the direction of today's children to keep us teachers busy for a long time.

Article I, Sec. I

1. "—legislative powers—vested in Congress—"

(You get your wishes into operation by electing accountable representatives to act for you.)

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Article I, Sec. VIII

2. a. "Congress shall have power——"
"to borrow money — to coin money"
(You must provide money to pay for governmental services.)
- b. "—to regulate commerce —"
(You must plan ways to exchange your goods and services and remain friendly with others.)
- c. "—to establish — naturalization —"
(You must make it possible to extend citizenship to others.)
- d. "—to establish Post-offices and Post Roads —"
(You must provide means of communication.)
- e. "—to promote—Science and useful Arts—"
(You must provide for the preservation of the fine creations of people and for stimulating others to create.)
- f. "—to constitute tribunals—"
(You must provide means for settling disputes.)
- g. "—to declare war—to raise and support armies—to maintain a navy—"
(You must protect yourself from your enemies.)
- h. "—to make—laws for carrying into execution—the powers—vested in the government of the United States."
(You must make and cause to be followed the rules necessary to carry forward the government you desire.)

Article II, Sec. I

3. "The Executive Power shall be vested in ——"

Article III, Sec. I

- "The Judicial Power shall be vested in——"
(You must elect qualified leaders, specify their duties and hold them accountable.)

Article IV, Sec. II

4. "The citizens of each state shall be entitled to all privileges——"
(Individuals and groups must respect the rights and privileges of other individuals and groups.)

Article V, Sec. I

5. "Congress—shall propose amendments—which— shall be valid when ratified—."
(You must be able to change with the times.)

Amendment I

6. "Congress shall make no law——"
"respecting an establishment of religion or prohibiting the free exercise thereof:—"

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"or abridging the freedom of speech"

"or of the press"

"or the right of the people to peaceably assemble"

"and to petition to the government for a redress of grievances"

(You are entitled to a guarantee of your basic freedoms.)

Amendment X

7. "The powers not delegated—nor prohibited—are reserved—"

(You are sovereign people and your government can perform only those functions which you delegate to it.)

Amendment XIII

8. "Neither slavery nor involuntary servitude shall exist—"

(Human slavery shall not be permitted.)

Amendment XIX

9. "The right to vote shall not be denied—on account of sex."

(Women may participate in public affairs.)

Let us list key words or phrases from the foregoing statements so that we may get an overview of the total picture as shown in the Constitution:

1. Responsible legislators
2. Group responsibilities
 - finance
 - trade
 - citizenship
 - communication
 - Science and Art
 - tribunals
 - defense (protection)
 - laws
3. Leaders
4. Individual and group rights
5. Adjustment to changing conditions
6. Basic freedoms
 - religion
 - speech
 - press
 - assembly
 - redress of grievance
7. Sovereignty
8. No slavery (free men)
9. Equal suffrage (free women)

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A comparison of this list with one made when the matter was discussed in a workshop session of "Cespa" at Santa Barbara shows an equal number of statements differently worded but incorporating the same ideas. Here is the Santa Barbara list:

Democracy implies belief in:

1. The worth of the individual
2. The right and obligation of participation
3. The common welfare
4. Basic freedoms, with responsibility
5. Leadership and followship open to all
6. The ability of the group to function
(majority and minority are both important)
7. The scientific method of problem solving
8. A guarantee of economic independence
9. A guarantee of educational opportunities

Is it not interesting that this group of teachers, principals and superintendents, strangers to each other and representing different school systems, should in an hour's discussion reach agreement upon the above list which so completely coincides with concepts written into our Constitution by the Founding Fathers 150 years ago?

The question of greatest importance to us however, is: What does all this mean in terms of what goes on in our classrooms? How does it determine or affect what boys and girls do? How does it influence the organization of our schools? To what extent does it determine the curriculum?

Modern educators agree that a child's school life is a segment of his real life and neither is nor can profitably be set up as mere preparation for adult life. It follows then, that if we would have children emerge as adults with faith in democracy as the best way of life, we must see that they have satisfying experiences in democratic living.

Let us examine more carefully some of the beliefs about democracy which would come to us through interpreting the statements we read from our Constitution a few moments ago.

1. We believe in representative government, in the right of the majority to rule, and of the minority to be heard. We further believe that our elected representatives are responsible to us and that it is our responsibility to choose them wisely and to hold them accountable.

Nearly every school today practices this through some form of student government carried on largely by elected representatives who take ideas from and report back to their classroom groups.

The classroom group feels free to direct its representatives, to give them instructions, to demand that they act for the good of the group and of the school as a whole, and to see that they report adequately on their activities.

2. We believe that the group has responsibility of financing its enterprises.

A group held a lemonade sale to help pay for its Junior Literary Guild Membership. Books received through the membership were enjoyed in the classroom and at the end of the year donated to the school library.

A student body joined with the P. T. A. in monthly paper drives each sharing the proceeds on a percentage basis. The student funds paid for a special assembly program.

3. We believe that members of the group should share ideas and materials with each other and that the group as a whole should follow this practice with other groups.

Children show things they have made or tell interesting facts or experiences to other groups.

Groups raise plants in flats and sell or give them to others to set out in their gardens.

Motion pictures, collections, and other visual aids are shared.

Needs are expressed and those who can are invited to meet them with information or goods.

Through many kinds of partner and committee arrangements the study or work period becomes an exchange of ideas, materials, techniques and experiences.

4. We believe that science and the useful arts should be promoted.

One group of sixth grade children made and installed a buzzer system to the office so that the principal could easily call for a student helper. Another group made an electric hoist. Still another made pin hole cameras, took, developed, printed and mounted its pictures to make charming Christmas cards.

Paintings, drawings, flowers, vegetables, articles of wood, leather, cloth, clay, metal and other materials are produced in our schools in such profusion that no one person could list them. The extent to which science and art are used to provide worth while experiences and to stimulate the creativeness of children is one good criterion for judging the completeness of a modern school program.

5. We believe that the group should make rules for its own conduct, set up ways and means of evaluating the actions of law breakers and of requiring them to behave in a way which will promote the interests of the group.

A group of young children in planning a 'Hallowe'en parade around the school ground faced and solved many problems of conduct. Who should lead? Where should those without costumes be placed in the line? What should they do with those who didn't want to march? Should the musicians play all the time? How should the parade end, etc.?

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6. We believe that the group must be able to defend itself against enemies.

The schools of our United States have been concerned with teaching people to live together amicably, an ideal which we must continue to work toward even though events of December 7 may make it necessary for us to conduct for the time being "schools for barbarians." Our former teaching of respect for our armed forces must be greatly augmented to include precautions against spreading rumors, the cultivating of victory gardens, the purchase of defense stamps, even war strategy for older children and if necessary such things as the use of gas masks for all.

7. We believe that the group must develop leaders in whom it has confidence and whom it will follow.

Team captains and managers, committee chairmen and members, student officers, and assistants, news reporters,—. The modern school of today arranges hundreds of opportunities for children to be elected and appointed to serve in positions of leadership. It gives them guidance while they learn how to lead and sees to it that they are given proper recognition for and are held accountable for carrying out the duties they accept.

8. We believe that individuals and groups must be able to adjust to changing conditions.

No longer does the school stick to an inflexible daily schedule and deal chiefly with subject matter at least twenty-five years old. Significant daily events of the child's world and the world at large are brought into the classroom and the past is studied in order to better understand or interpret the ever changing present.

9. We believe in basic freedoms for all.

Freedom of speech especially can be practiced in school. So also can be developed the understanding that with every freedom goes responsibility—the responsibility to exercise that freedom wisely and not to the detriment of one's fellows or of the group.

Sunday School attendance is encouraged, but no particular Sunday School is recommended, nor is there discrimination against the child who attends none.

Grievances are discussed freely between proper persons on the playground, in the classroom, in the school office; and each child's point of view is considered in making desirable adjustments.

From the nursery school child, who loves his turn at the slide but learns that it is more fun to take regular turns than to spend the time quarreling in an effort to get more than his fair share, to the eighth grader, who realizes that there can be only one team captain at a time, there grows a feeling that each individual must win his own basic freedoms by being willing for his fellows also to have their freedoms and that what interferes with one has its effect on all.

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10. We believe in the sovereignty of the people.

Local boards of education control schools.

In many schools teachers, pupils, and parents actively cooperate in planning the child's program.

Children are encouraged to present to the proper persons their ideas about the operation of the school.

11. We believe in free men and women. No persons because of color or race or sex shall be denied a voice in planning the group welfare.

In the elementary schools of America each child is accepted for himself as a person, regardless of color, race or sex, to a degree probably not found in any other institution. This is somewhat mitigated by the pressure of outside social groups as children grow older, but even since December 7 Japanese children have continued to be elected to school offices.

And so it all adds up — to what?

Probably something like this:

We believe in the worth of the individual, in his individual freedom so long as it does not conflict with the best interests of the group. We might even define democracy as that way of life which permits the best development of the individual within the group and the best interaction between him and the group. We get these ideas into the lives of children by having them live together in school room groups and share in myriads of carefully selected and directed meaningful experiences.



"It is character which helps maintain the democratic way. This is a peculiar function of our schools. Democracies cannot grow in thin soil."—Baxter.

A Pledge of Service—"The American Association of School Administrators pledge full support to the all-out effort of our nation to defeat the enemies of free people and free institutions."

Schools in Wartime—"School administrators will do all in their power to make school facilities available to adults as well as to in-school students for their physical protection; to provide thru the development of local school systems for training for defense industries; to improve preparation for technical and professional education; to offer basic training for mental power, physical fitness, and emotional stability; to offer instruction in first aid and similar skills; and to enlist the cooperation of pupils and adults in conserving and salvaging vital materials."—A. A. S. A. Resolution, February, 1942, San Francisco.

PART TWO

Psychology



"Children reflect their early training."

EDITORIAL COMMENT

Among the groups thinking and working together on this chapter was the committee consisting of:

L. W. Bateman, Harry Haw, Mary H. Carver, and Martha Farnum, Chairman, San Diego.

This committee performed a very fine service, having met six times and traveled two hundred and fifty miles to discuss their thinking with a group of fellow principals in a meeting of the southern section. They culminated their work by combining efforts in producing the last article in this chapter, "The Role of Elementary Education in Building Civilian Morale in Wartime", in which many helpful, practical suggestions are given.

You will want to read every article in this section. Dr. Prescott's article on maintaining emotional stability of children is a most excellent discussion of that phase of wartime tension. You should give your parents and teachers a chance to read this article.

Dr. Bell's clear analysis of attitudes and values is concise and helpful. We owe him a debt of gratitude for his thinking.

Hubert Armstrong has made an interesting analysis of the American Dream and has then stated seven prerequisites for the realization of that dream. He terminates his article with this practical suggestion: "We usually support and defend that in which we ourselves have had a part. This is notably so when our part has been one of responsibility, for then we identify ourselves personally with the enterprise. If we wish our children to identify themselves with the realization of our American Dream, we will see to it that they have a personal role to play with some degree of responsibility."

If every elementary principal in the state would apply, as of course many are already doing, the psychology discussed in this chapter, we could be assured that elementary education would be recognized not only as possessing an integral function in the war effort but also as discharging that function with vitality and efficiency.

Maintaining the Emotional Stability of Children During Wartime

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THIS ARTICLE presents an analysis of threats to the emotional stability of children and youth in the United States during the current war. It discusses educational policy and suggests educational practices to meet these threats. The article is intended to suggest guide lines for the intelligent adaptation of school practices to wartime needs. It is not considered as presenting an authoritative program.

A study of available literature about the impact of war upon British children and schools and discussion with a number of educational leaders in various sections of the United States form the basis for the conclusions expressed. No pretense is made that the investigation has been exhaustive or that conditions may not change to give rise to new threats. More extensive adaptations than are suggested may become necessary; this article deals with imminent threats and with first steps in countering them.

Four classes of threats to the emotional stability of children will be described. They will be presented in the ascending order of their importance, the least extensive and potent category being described first.

The most obvious and yet the least powerful threat to children's emotional stability is the experience of emotion-arousing events. Strong fear, violent hate, and persisting anxiety will be caused in some children by the things that happen to them. Some of the happenings and experiences that may stir these strong emotions in children and youth are: having a brother or father depart for military service; seeing published pictures of masses of dead people, of battle action or devastation; hearing vivid radio descriptions or dramatizations of battle scenes, bombings, torpedoings and rescues at sea, plagues and starvation in occupied territory; seeing motion pictures of the same; hearing vivid stories from other children of the same; having a father or brother reported as wounded, dead, or captured; practicing air-raid drills; experiencing actual bombing or shelling; being evacuated from military danger areas; seeing war casualties; imagining self involved in critical situations; being in a group where some persons are hysterical; reading accounts of atrocities, famine, plague, defeat, and speculations about probable enemy action.

These possible and probable experiences of children are not listed in any particular order because individuals will vary so widely in their responses to each of them. But any one of them may cause strong emotion in a particular child, depending upon his family relationships, earlier experiences, his general outlook on the war, and upon

the behavior of other persons in his presence. Evidence from England shows that most children bear up very well under all of these experiences, show no more than a normal amount of fear or anxiety, and quickly recover their poise. Only those children who have given earlier evidence of maladjustment or who have been overprotected or overdependent react with excessive and damaging emotions. There is conflicting evidence as to whether children of different ages are affected differently, but it appears that adolescents are stimulated to seek more activity than is usual and that some children show the effects of traumatic events only after some lapse of time. At any rate the British experience is that nine out of ten children behave extremely well under very disturbing circumstances.

It follows that parents and school people should expect our own children to be relatively well poised, earnest, and useful during the war. The expectancies that adults show toward children go a long way in evoking the behavior anticipated, and it is reassuring to know on good evidence that children safely can be taken as allies and helpers in maintaining good school and community morale.

A second and greater threat to the emotional stability of children lies in association with jittery and anxious adults. Most children identify themselves emotionally with one or two adults whom they especially love or admire. These objects of emotional identification most often are parents, relatives, or teachers, and children readily adopt as their own the ideals, attitudes, and behavior that these persons show. Other conspicuous adults such as the parents of playmates, teachers, nurses, and ministers also are looked to by children as sources of information and as guides to behavior appropriate to unusual situations. If these adults are jittery, fearful, charged with hate, carrying heavy loads of anxiety or dominated by moods of defeatism and futility, these attitudes and emotions are communicated rapidly to the children to whom they are important. Emotional contagion of this sort can spread quickly through a family, a classroom, or a whole school. Children know that adults understand many things confusing to children and they habitually meet the demand to accept adults' interpretations of realities. Consequently they are strongly inclined, by emotional attachment, by earlier experience, and by training, to take as their own the attitudes and emotional reactions of these important adults.

The influence of unstable and anxious adults leads to the following unwholesome reactions in children associated with them: hysterical or exaggerated emotional responses to traumatic experiences; the frequent reliving of emotion-producing events; the persistence of worry, fear, or hate through long enough periods of time to impair health and warp the child's view of reality; confusion as to what to believe; the acceptance of attitudes out of harmony with those generally accepted in the community; and a general over-arching expectancy that the future will be dangerous, insecure, and unhappy. All of these reactions in children obviously are unfavorable to emotional poise, predisposing to social difficulties, and favorable to personality

disintegration and physical ill health. It goes without saying that schools must seek to neutralize such influences from parents and other adults in the community and to guarantee that no school person shall influence children in such unwholesome ways.

A third threat to the emotional stability of children is found among the following: Lack of a clear-cut understanding of the reasons for the war; absence of an appreciation of the relationship of war issues to the individual, his family and community; absence of direct motivation in connection with the war effort; lack of the sense of concrete and significant roles that mark children as important participants in the great national effort. The psychological explanation of why children and young people need to understand the war and to feel that they have a significant role in it runs somewhat as follows: War is inevitably accompanied by many emotion-producing occurrences and deprivations. Emotion results in the release of a great deal of extra energy in a person. If the individual does not understand the reasons why these unpleasant happenings and deprivations occur he is likely to use this energy in resistance to and aggression against authority. In England, for example, juvenile delinquency increased greatly after bombing began and children were evacuated from their homes. But if children and young persons are challenged by having important things to do, this extra energy can be channeled into useful activities.

The following additional reasons may be given to show why adults as well as children and youth need to understand war issues clearly and to feel that, as individuals, they are significant factors in the war effort: (1) persons can endure danger, suffering, and privation with fortitude if they understand that there are important reasons for doing so; (2) the emotions of fear, anxiety, and hate will not damage health if there is concrete action to be taken to help remove the causes of these emotions; (3) a strong, positive, pleasant, healthful tonus-giving mood is created by the awareness of being a significant member of a group of persons engaged in a highly important enterprise; (4) in contrast, a very undesirable mood of self-depreciation and uselessness is created by living among persons doing important work, if one cannot participate but must sit on the side-lines and keep out of the way; (5) unless the issues are clear, involve the person, and are the basis for positive action, the person is frustrated, annoyed, and disagreeable in the face of privations, limitations of action, danger, and inconvenience.

Morale is directly related to the number of people who are fussing, complaining, trying to find ways around rules, creating disorder, and requiring surveillance and discipline. Children, and especially youth, can be important factors in lowering the national morale unless they are given significant roles to play. They have a remarkable gift for slang and satire, and, if they remain confused as to what the war is about, they can be exploited as carriers of unwholesome propaganda from special interest groups and enemy agents. In contrast, children and youth can be of direct aid to the war effort by aiding in financing the war, by the conservation of materials and power, by maintaining

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health and avoiding accidents, by doing limited but essential work in agriculture and industry, by preparing to fill places later in the armed forces and in industry, and by maintaining and developing democratic procedures for meeting school and community problems. The war really offers a remarkable opportunity for developing and practicing good citizenship. Furthermore, present children and youth will have major responsibilities as citizens in the post-war world, and their values, attitudes, understanding of issues, and emotional poise will have great influence in determining whether we win the peace as well as the war.

The fourth and most important threat to the emotional stability of children and youth lies in the disorganization of family life caused by war factors. The coming two years will be especially critical ones. Some two to four million more men will be inducted into military service and thus will be removed from their families. From nine to twelve million more persons will be inducted into war industries. A considerable proportion of them will have to change their place of residence, to live in trailers, overcrowded tenements, or inadequate temporary housing. This means either leaving the family or uprooting it. From two to four million women must enter war industry. A large proportion of these must be married women and this entails delegating the care of their children to others or leaving them unattended. Professional men and technical experts in great numbers must spend long periods of time in Washington or in travelling about from one military or industrial area to another. Prices and rents will rise and families with small incomes will suffer a significant lowering of their standard of living, of medical and dental services, and of recreational activities. Many small businesses will fail during the coming two years and many persons will be temporarily unemployed during plant conversions, entailing financial losses, anxiety, and privation. These are only a few of the factors that will lead to the disorganization of family life during wartime.

The constellation of factors inducing family disorganization will alter markedly the emotional climate in which millions of children live. For example, the extended absence of key persons from so many homes will mean a great loss of the security that comes to children through the daily experience of love and parental care. Again, moving to new communities means breaking old friendships and having to fit into new play and school groups. In many industrial communities the health, social, recreational, educational, and religious resources are likely to prove inadequate to care for the influx of new children, and many difficulties may go unnoticed and unremedied. Broken homes, neglect of children, low-grade amusements, and adult vice already are reported from some of these centers. Doubtless juvenile delinquency will increase under these circumstances. Government aid should be greatly increased to meet and alleviate these problems, but, unfortunately, the present trend seems to be in the opposite direction. It follows that the schools will have to deal with millions of children and youths whose

basic security in the family has been undermined or even removed. A great deal of planning and effort must be used to help these children grow up to be the healthy, adjusted citizens that the country will need to replace its war losses.

It is extremely important that our schools should mobilize to protect children and youth from the threats to emotional stability described above. Certain general measures should be taken everywhere, and special measures designed to counter particular local crises or problems should be planned in each community.

The first general measure is to enlist all teachers as observers and spotters. Teachers must be sensitized to see and hear symptoms of emotional tension, fear, anxiety, hate, insecurity, confusion, and uprootedness, as these are shown by children and youth. These symptoms are many. Only experience will demonstrate which symptoms can be ignored as trivial in a particular child and which ones must be taken seriously as indicators of real upset. Teachers will need help and guidance in making their interpretations and must check their first judgments by getting the fundamental facts about the lives of the children they have observed. This will involve establishing a friendly relationship with each child and his family and more time spent in home visits and in informal conversation with children. It means that teachers must be encouraged to see children's lives and problems through the eyes of the children themselves.

Among the symptoms that may indicate a significant emotional disturbance the following are listed: digestive disorders such as vomiting or continued lack of appetite; restlessness; sudden flushing or pallor; being unable to keep attention centered on interesting activities; outbursts of crying or anger without apparent adequate cause; impudence; day-dreaming; truancy; withdrawing from normal group activities; fantasy lying; decrease of activity below that usual to the individual; stealing things that are not particularly needed; clinging closely to the teacher or to some other child; being destructive; decrease of spontaneous laughter, horse-play, and joshing; seeking more than usual evidence of affection from parent or teacher; repeated turning of conversation or discussion to a particular topic accompanied by apparent excitement; excessive bragging about self, family, or nation; subdued, over-serious approach to tasks; excessive seeking to get or hold the attention of the group; expression of marked fear in the absence of real danger; cruelty to animals or other children. The list could be extended considerably.

Perhaps some time and trouble can be saved by listing a few patterns of behavior that need not concern teachers very much because they are merely children's ways of working at the problems that face them. Normal behavior of children in wartime probably includes the following: extensive playing of war games, including mimic fighting, shooting, bombing, killing, and talking tough to make-believe enemy individuals; persistent reading, questions, and conversations about

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how military equipment works, how warfare is conducted, what happens to soldiers and civilians in battle and bombed areas; the expressions of very horrible and bloodthirsty desires toward the enemy; moderate bragging about self, family, and nation; a moderate amount of fantasy dreaming and talk; seeking occasional exciting and even dangerous experiences; personal identification with war heroes, including wearing symbols of this identification, using language or gestures or treasuring mementoes symbolic of this identification; making relatively crude jokes about matters involving horror, death, suffering, and sacrifice; wanting to hear radio dramatizations and see pictures and motion pictures portraying the details of war as a human experience; making dramatic and even excessive gestures of patriotism; being greatly attracted to or imitative of men in uniform. All of this behavior is to be expected and should be tolerated. Most of it shows a desire on the part of children to understand the realities of the contemporary world and to identify themselves with the national effort.

The second general measure to be taken by schools is to give special help to the children whom teachers discover to be under emotional strain. Even in peace times there are not enough psychiatrists, psychiatric social workers, and psychologists available to schools to care for the emotional disturbances that occur in children and youth. It is sure that the added threats to emotional stability in wartime will not be met by increased service from technically-trained personnel. A common-sense attack on these problems, therefore, must be undertaken, utilizing the best teachers and counselors available. All teachers must be sensitized to the symptoms of emotional disturbance and must take it as part of their work to note children showing these symptoms. If a considerable constellation of these symptoms occurs in the same individual, or if a single symptom shows marked intensity or persists through some time, then the teacher should report to the person responsible for handling children's problems that this child needs help. This person should designate a particular counselor, helping teacher, or other staff person who has had some special training in understanding and dealing with emotional problems. A conference, or a series of conferences, with the child is indicated. In these conferences the counselor will endeavor to discover what is troubling the child and to work out with the child a plan of action for alleviating the difficulty. In many cases home visits for establishing a friendly relationship with parents will be needed and, often some joint plan of action involving both the school and the home will be necessary. In other cases, where the home cannot function effectively, the help of such community agencies as boy and girl scout units, church clubs, playground directors, community centers, health clinics, visiting nurses or social workers should be sought. In most cases such elaborate and time-consuming activities will be unnecessary. It is amazing what can be accomplished by simple friendliness, listening sympathetically to a child's story, giving realistic reassurance, and helping the child see things that he can do to help himself. The important thing is to

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see that each child receives sympathetic individual attention promptly, before his emotional disturbance is aggravated by behavior that draws blame and punishment at school or home. If an adequate number of counselors is not available, a group of teachers should be urged to seek special training during the coming summer.

The third general measure to be taken is to give all children a chance to learn the real facts about war and to relieve the tensions that must develop. War should not be discussed all day long in all classes, but regularly recurring opportunities should be given for children to tell what they think is true, to exchange information and experiences, to explore further the realities that they do not understand. Such free discussion periods have two purposes: they enable children to get the facts straight and they relieve much tension by permitting children to give expression to their fears and anxieties at a time and place where they feel secure as members of a group and in friendly relationship with a wise and sympathetic adult. It goes without saying that uninformed or jittery teachers must not be permitted to conduct these discussions.

There seems to be no reason for suppressing war play, crude jokes, moderate bragging, and some exciting experiences, because these are effective and needed means of catharsis, of working off tensions. Nor is there good reason for preventing children from learning all they can about war as a human experience, through reading, radio, and motion pictures. It is only by learning about these contemporary realities that children and youth can get the feeling of being real people in the real world. Furthermore, a knowledge of these horrible realities will stand them in good stead later when they in turn will be entering service or playing a role in building a more durable peace. During wartime there may be some relaxing of moral standards and considerable expression of cruelty and hate toward members of other races or cultures within our own population. When children show these tendencies we must be careful not to intensify them by heaping blame and punishment on the children involved. Rather we must seize these opportunities for sympathetic discussions and conferences about the role of values and strong ethical codes in the life of individuals and nations. War provides many opportunities for functional character education in connection with real situations. Finally, it must be recognized that war tensions require relief by extensive and appropriate recreation. Emotional strain can be decreased and morale greatly heightened by sponsoring many group activities among children and youth, including intra-mural sports, group singing and games, hobby clubs, shop and studio clubs for adults and children together, folk and social dancing, picnics and rambles, and dozens of other activities that are inexpensive, healthful, tension-relieving, and that give a sense of social solidarity.

A fourth general measure is to assist all children to find and to play significant, useful roles in the war effort. The pupils of each school, with the help of teachers and administrators, should work out their

own Victory Program. Doubtless most programs will include the following: the organization of air raid drills and precautions; learning first aid; buying defense stamps and bonds; avoidance of waste of materials and power at school and at home; the collection of paper, rags, metal, and other scrap; the making of model airplanes and numerous other gadgets of use in training military or home defense personnel; a health and safety campaign; operating day nurseries and kindergartens for children of defense workers by high-school students; supervising the after-school play of younger children; planning and giving radio and community programs designed to deepen patriotic impulses. The imagination and ingenuity of children and teachers will discover dozens of other useful things to do if they are really encouraged. **The important thing is for children to have a hand in planning as well as in carrying out all of these activities in order to deepen their sense of personal role in the war effort.**

Reports of conversations among children say that children everywhere are expressing regret that they are not grown up and the desire to grow up quickly in order to serve in the armed forces or in industry. "I've already waited such a long time," one ten-year-old said. It will give them a great lift of spirit to feel that they are being very useful right now. On the other hand, school people must be very careful about the kinds of motivation and rewards that are presented and the kinds of demands made. Universal participation is desirable, but not in all activities. Children without money must not lose self-respect because they are able to buy few defense stamps—their role may be to collect scrap and assist on safety drives. Any patterns of competition or rivalry must be scrutinized carefully to insure against giving some individuals and groups a sense of failure—participation and effort rather than contributing the "most" should be praised. Also school people must not focus on phony goals such as telling children that they must help in the war effort by not whispering in class or by getting extra fine marks in school subjects unrelated to the war. Sincerity and truth in guiding children's efforts to help out are absolutely essential, and the practical working out of a sound program is worth a great deal of time, thought, and organizational activity on the part of school personnel.

A fifth general measure is to help children and youth understand war issues, see clearly what we are fighting for, why we had to fight, and how we hope to join with other nations in practical action to create a better world and a desirable peace once the victory is won. Of course it is not possible to impart to all our children and youth an understanding of the complex international relationships and interactions of the last half-century and longer. But it is possible for them to understand a series of extremely important facts and principles that underlie the present world conflict. Without suggesting that the following is precisely the series of concepts that should be taught, a simple formulation is presented below, to indicate that fundamental issues can be stated simply, so simply that they can be understood by children well down in the elementary school. These ideas would be over simplified if used

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as a basis for state department decisions or for a graduate course in international relations, but some such sequence of ideas can help knit together the thinking of children and youth. They offer a sound basis for a motivation that can persist through the war and into the peace.

From their own experiences at school, children can understand that people have to live by rules based on concern for everybody's welfare and on fairness in settling disputes between individuals. They know that our municipal, state, and national governments make these laws, change them when conditions change, and enforce them continuously through police and courts. They can see that the development and application of science and invention has made the whole world an interdependent community by improving transportation and communication and increasing the variety of products that everybody has grown accustomed to using. They know that no nation has all the raw materials it needs and that some do best at agriculture and others at industrial work. While they will doubtless think it crazy, they can understand that there is no universally accepted code of international law, and no authoritative agency for making and changing international law as conditions and needs change. Nor are there courts backed by military forces to coerce unwilling nations into settling their disputes peaceably and to enforce legal decisions. In other words, the world is in a state of international anarchy. Children can realize that war is inevitable under these conditions, for force ultimately rules. Children will agree that we must look forward to establishing world order based upon laws that all have participated in framing, where disputes are judged in courts and decisions are enforced by international military forces.

The Axis nations also are seeking to establish a world order, but the world order which they envision is based on the exploitation of all the resources and populations of the earth for the benefit of a small group of "superior" nations. They plan that a small group of people heading the governments of these "superior" nations shall make the decisions about how everybody is to live, act, and think. This is just the opposite of the American way, for we believe that everybody should have some voice in all decisions affecting their welfare. We cannot tolerate the idea that a few Germans and Japanese should dictate how we must act and what we must think. There is another important difference between the aims of Axis governments and of our own. The totalitarian governments pretend that the individual human being has no essential rights, not even to life itself. They hold that a person must accept whatever pattern of life, whatever fate, will best promote the power and destiny of his government, will keep it one of the two or three ruling nations of the earth. In contrast, our government guarantees certain rights to every person and holds that nothing can take away these rights. Among them are the rights of freedom to choose his religion for himself, to speak what he believes is true, to meet with other people to discuss problems, to print and read differing points of view about issues, to be tried before a jury of his peers if he is accused

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of wrongdoing, to help choose the people who are to run his various governments, to vote on some of the laws proposed—and in many other ways to have a part in determining his destiny and that of his country. The totalitarian governments have taken every one of these rights away from a large proportion of the populations of their own countries and from virtually everybody in conquered countries.

The children will want to know why the Axis governments have adopted their warped views of life and government and how they became so strong. There is more to this topic than can be taught successfully in elementary and secondary schools, but certain fundamentals can be communicated. Children can understand that, after the first World War, it was difficult for the Germans, Japanese, and Italians to secure the standards of living and the international roles to which they felt themselves entitled. As time passed this led large groups of people to vote into power political parties that stood for fanatical and aggressive nationalism. Children already know the names of the dictators that ultimately seized the governments of these countries, and they know that these dictators and ruling cliques used force, murder, and persecution to coerce large segments of the populations of their own countries to accept their policies. Children can see how these dictator governments formed a sort of international gangster group that attacked and conquered weak nations and blackmailed strong nations through fear of a war with the formidable military machines that were created.

Our children know that the United States is only one of a long series of countries attacked by this gangster group and they can see that we are fighting to escape virtual enslavement as well as for the chance to create a better world. They know that considerable portions of the populations of Germany, Italy, and Japan are opposed to the policies and horrified at the doings of their governments, but they can realize that we must use all possible means to defeat the military forces of the Axis, even though it brings terrible suffering to millions of innocent victims. They will agree that any amount of sacrifice is better than to permit liberty, justice, and human rights to be extinguished from the earth for a thousand years, as Hitler promises will be done if he wins.

Nothing is more important than helping children and youth to get these fundamental ideas straight. No education is more significant than building strong attitudes in support of the values underlying the democratic American way of life. Such building must be done by reading and discussion, by song and story, by poster, picture and drama, and, most of all, by the conscious application of these values in everyday living.

The psychological study of how attitudes are formed shows that they have three fundamental bases. Attitudes may be formed by the steady accumulation of experience, which gradually clarifies the child's ideas as to what matters. Attitudes may be formed quickly through experiences that cause strong emotions—one believes things readily

and strongly when the effects are dramatic and stirring. Many attitudes, however, are adopted ready-made, directly from other people, especially from adults who are greatly admired or who enjoy high prestige, and from members of one's own clique or group. And in this connection it must be remembered that people's actions often communicate more effectively than the things they say.

A sixth general measure involves administrative concern and action to maintain the morale of the teaching staff under war conditions. Teachers are also human even though they usually show extraordinary devotion to duty. Even in peace times demands on their time and strength for extra services are very heavy. In wartime a myriad of local and national agencies, both governmental and private, will look upon teachers as potential leaders, organizers, and executors of the widest variety of useful activities. Teachers are anxious to serve too, but there is a limit of expenditure of time and energy which they should not exceed if they are to maintain wholesome classroom morale, be sensitive to children's emotional upsets, study their children as individuals, visit homes, keep informed on the progress of the war, and still do effective teaching. Administrators should act as filters through which demands for teachers' time and effort should pass. Only the most important service needs should be permitted to draw upon teachers, and administrators should encourage individual teachers to select only a limited number of activities from among these demands. The administrator should supervise a division of labor among his staff and be particularly zealous in his efforts to keep the teachers who work best with children from becoming involved in a host of other activities.

Teachers are not immune from emotional tensions arising from war conditions. They, too, should live and work in an atmosphere of friendliness free from hectic excitement and competitive pressures. The administrator's door should open easily to teachers with problems, and they should be encouraged to talk their emotions out without being made to feel guilty because they have a problem. Supervisors can help greatly in this, too. Many teachers report that their mistakes always are pointed out to them, but that they seldom or never receive commendation for effective work. Doubtless it is wholesome for members of the profession to draw their satisfactions from an inner knowledge of how children are developing under their guidance, but a few judicious words of praise now and then also are in order when conditions are trying. Many teachers, especially those from rural communities and small towns, are likely to be tempted to leave the profession. War industry and services are calling them—good school morale will make these calls less tempting. Where substitutes and persons with temporary certificates have to be employed they should receive as much practical help as is possible in order to keep up morale as well as to guarantee good teaching to the children.

A few administrators always have felt that their status justified them in making all the decisions, and that satisfactory prestige de-

ended upon giving orders and insisting upon unquestioning and instant obedience from teachers. This is hardly consonant with the principles for which we are fighting and invariably is detrimental to morale. Teachers should participate in policy making, and their counsel should be sought in many matters of routine. This does not necessarily imply that all sorts of things should be discussed *ad nauseum* in faculty meetings and finally put to a vote. It does mean that representatives chosen by the teachers should take part, including voting, in determining important matters of policy. It does imply that the reasons for decisions should be explained to faculties, questions and suggestions should be invited and taken seriously, and that individual teachers should often be consulted about their desires and convenience before specific assignments are made to them. It means that when extra duties are accepted by teachers every effort should be made to facilitate the regular work as well as the special duties of these teachers. It is surprising how small evidences of consideration move teachers to redouble their efforts and cut down carping. After all, teachers are also human.

A seventh general measure employs the resources of education in the interest of community morale, particularly to offset family disorganization. Two kinds of activity seem to offer most promise. The first of these is extensive home visits to establish a friendly relationship with parents based upon a sincere desire to understand their children better and to work out ways of serving the development of these children more effectively. The second is the use of the school buildings as community centers. Enough already has been accomplished in this direction to indicate that it is most useful. Recreational programs such as games and folk dancing afford fun for young and old under wholesome conditions. Hobby clubs and open studios and shops permit parents to try out and develop latent interests and to work off many tensions. Community forums help clarify war issues and supply sounding-boards for wholesome criticism of the conduct of the war. Community singing and musical clubs and programs create wholesome moods and increase the sense of social solidarity. All that is needed for these activities is the assent of educators and good leadership. This leadership often can be found in the community; all of it need not come from the school. In fact, such programs should be run by committees made up of both educational and community leaders.

Much more might have been written on each of the topics discussed, but this article is only a first analysis. It is designed to be suggestive, not authoritative. There is plenty of ingenuity in the educational profession to go far ahead of anything suggested here in helping children to absorb the impact of the war without losing their emotional stability. The author will appreciate communications describing steps taken in particular schools and the difficulties and successes met.

Attitudes, Values, and the Democratic Ideal

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THE COMMITTEE¹ on Educational Recommendations of the National Council of Education has recently summarized its conception of the meaning of democracy as follows: "The core idea of democracy is respect for the individual and a conviction of the inherent worth of each person. This is very nearly, if not actually, a religious concept or attitude It is a matter of feeling as well as of thought. It is fundamental postulate growing out of intuition more than reasoning." The processes of democracy such as freedom of the press, speech, assembly, and worship are derived from this basic democratic attitude. The discussion which follows is concerned first with the psychology of attitudes, and second with the nature of values in general, and of democratic values in particular.

ATTITUDES

An attitude has been defined by Thomas and Znaniecki² as a "state of mind of the individual toward a value." It refers to a preparation or a readiness to respond, rather than to a response itself. Allport³ writes concerning an attitude: "It is not behavior, but the precondition of behavior. It may exist in all degrees of readiness from the most latent, dormant traces of forgotten habits to the tension or motion which is actively determining a course of conduct that is under way." The two most pronounced characteristics of an attitude are its readiness and its directive function. It is the preparatory activity that takes place prior to action which is focused toward specific objects, or situations in the environment.

The term attitude has become increasingly useful in psychology as a descriptive concept because it avoids the hereditary-environmental dilemma inherent in such terms as instinct and habit. When for example, one speaks of an attitude of conservatism, there is no implication as to whether nature or nurture has been the dominant factor in its formation. It is assumed that each has played a part.

Growth of Attitudes

Attitudes are acquired through the processes of learning and are subject to the same laws and principles that govern learning activity in general. The processes tend to fall in four categories based upon differences in the ways in which learning takes place, namely, (1) integration, (2) differentiation, (3) the dramatic incident, and (4) adoption. Integration refers to the growth of an attitude through the gradual accumulation and organization of reactions and their accompanying emotions. Differentiation, or individuation as it is sometimes called,

¹ Peckstein, L. A., "Democracy, Education, and the World Crisis," *School and Society*, 54, 1941. pp. 306-309.

² Thomas, W. I., and Znaniecki, F., *The Polish Peasant in Europe and America*. Vol I-Boston: Badger, 1918 p. 526.

³ Allport, G. W., "Attitudes", *Handbook of Social Psychology*. Carl Murchison, editor; Worcester: Clark University Press 1935, pp. 798-844.

includes attitudes which at the outset were only vague feelings of liking or disliking, acceptance or rejection, which later developed into highly specific mental sets. The dramatic incident refers to attitudes growing out of one striking, shocking, or painful experience. Adoption includes those attitudes which have been taken over uncritically from the examples of friends, parents, teachers, etc.

A study by Lasker⁴ in 1929 of the race attitudes of children showed that integration was a relatively minor factor in the formation of the child's attitude toward other races. The dramatic incident was not ordinarily the principal cause. There was some evidence for differentiation since the children had observed, before they had any clear prejudices of their own, that certain races were segregated from others and hence considered undesirable. But the outstanding source of racial prejudice was the adoption of the attitudes of others. The derogatory and derisive names, the humorous stories, and the persecutory remarks of associates conveyed lessons which were absorbed without the learner being aware of it. It was not necessary for the learner to have had the experience upon which the attitude of another was based. In fact, some of the most resistant prejudices were based upon only the verbal report of the experience of another person.

Types of Attitudes

Attitudes are frequently described as being either **positive** or **negative**. This classification, however, is over-simplified since it does not allow for an attitude of indifference or complacency. For example, some persons might be strongly in favor of teaching religion in the public schools; some highly opposed to it; while others might feel that it was not a matter of sufficient importance either to favor or oppose it. This uni-dimensional character of attitudes has been accepted as the standard in practically all of the objective scales which are used now in the measurement of attitudes.

There is considerable difference in opinion as to whether attitudes are **specific** or **general**. Some psychologists contend that attitudes represent particular reactions to particular situations, while others hold that they show a definite tendency to spread so as to include broader aspects of experience. The classic study of the Character Education Inquiry⁵ has given support to the viewpoint of specificity. The authors of this study concluded that honesty and dishonesty were not general traits, but rather a series of specific responses to specific situations. They found that children would be quite honest in one situation, but dishonest in another. The close relationship between traits and attitudes has led to the conclusion that attitudes are also specific. This assumption has been questioned by those⁶ who favor a more general view of behavior. They point out that most of the children in the Inquiry were young, and for that reason would not be expected to show any great amount of generality in their behavior, and that the

⁴ Lasker, B., *Race Attitudes in Children*. New York. Henry Holt, 1929, p. 294.

⁵ Hartshorne, H., and May M., *Studies in the Nature of Character*, Vol. I, II, III. New York: Macmillan Co., 1928-1930.

⁶ Ogden, R. M., *Psychology and Education*. New York: Harcourt, Brace. p. 364.

children who were older did show a greater degree of consistency and generality in their reactions. It has been suggested further that the behavior of these children was logical and consistent from their own point of view.

Some attitudes are **common** to groups while others are peculiar to a given **individual**. Common attitudes have been affected by similar underlying conditions in the social and cultural milieu, while individual attitudes result from peculiarities in the personality which have not been subject to such influences. People who live in localities where there is little opportunity for the exchange of information and opinion tend to develop individual attitudes, while those who live where there are many chances for social contact and social intercourse develop a greater similarity in attitudes. The stability and permanence of the home, the school, the church, and the nation are determined largely by the ability of these institutions to foster common attitudes and to counteract individual attitudes which are harmful to group-welfare. Since attitudes spread so readily from one person to another, it is possible for an attitude that is destructive of group solidarity to infect the total group in a relatively short time. The "fifth column" has employed with notable success this technique to undermine the morale of its enemy.

Attitudes are often so strong and inflexible that they distort perception and judgment. Such a distortion is known as a stereotype, or as a logic tight compartment. Stereotypes predispose the individual to accept or reject uncritically the stimuli presented to him.

Zillig's⁷ study of the prejudices among school children showed that regardless of who was in error the unpopular students were consistently blamed by the class for mistakes made. Other studies have shown that the strength of a conviction is determined by its desirability to the person holding it, rather than by the amount that the individual knows about it. Research on preference in literature, in which all the literary samples were taken from one author but attributed to various authors, has shown that works attributed to one's favorite author were considered good, and those attributed to an author which one dislikes were rated as bad.

Measurement of Attitude

The most successful method yet developed for measuring attitudes is Thurstone's⁸ opinionaire technique. This type of scale is constructed by collecting statements of opinions about the attitude in question. For example, in making a scale to measure attitudes toward capital punishment, it is possible to find statements ranging from complete endorsement to complete disapproval. The subjects are asked to check the opinions which most nearly express their views. Each statement of opinion is assigned a definite scale value. Since the intervals between

⁷ Allport, G. W., "Attitudes", *Handbook of Social Psychology*. Carl Murchison, editor. Worcester: Clark University Press, 1935.

⁸ Thurstone, L. L., and Chave, E. J., *The Measurement of Attitudes*. Chicago: University of Chicago Press, 1929

opinions are equal it is possible to treat them as statistical units, averaging them and treating them in other ways. At the present time scales of this character are available to measure attitude toward war, communism, birth control, the Germans, pacifism, gambling, the United States Constitution, and the reality of God—to mention only a few.

A limitation of these measures is that the attitude manifested is relative to a specific social situation, and the changes which take place in the social milieu rapidly modify the individual's attitudes. For example, prior to the Pearl Harbor incident, one would have found much more opposition to war among college students than immediately after that catastrophe. This and other instances of changes of attitude indicate that it is not possible to speak about "attitudes in general."

Other less effective methods of measuring attitudes are voting in elections, autobiographical data, and the informal questionnaire.

VALUES

Values are largely social in nature and are the objects of common regard among people of a given culture. They are the socialized and symbolized goals of personality as contrasted with such organic goals as food, air, water, activity, etc. Desire for money, fame, success, prestige, science, art, religion, and social control, are examples of some of the more important values in our American culture. These represent the ends for which we live as civilized beings. Some of these values are mandatory, and are enforced by law or creed; they include those involving our food and shelter needs, those dealing with reproduction and family care, and those concerned with civic protection and stability. Other values are largely permissive, and allow considerable freedom of choice, such as the choice of one's vocation, his avocation, his religious participation, his education at the higher levels, and his political affiliations. No sharp line of demarcation can be drawn between the values which are obligatory and those in which there is freedom of choice. This distinction is relative and based on varying degrees of freedom present in each.

In psychology values have been studied less than attitudes; in fact, very little attention has been given to this important aspect of personality until very recently. Interest in values has grown primarily from the work of Spranger⁹ who described six principal "types of men" based upon the value which dominated the life of each. These include the economic, the religious, the political, the theoretical, the social, and the aesthetic man. While psychology is critical of the notion of types and has not accepted this aspect of Spranger's work, yet his conception of dominant values in personality has received wide acceptance. Allport and Vernon¹⁰ have studied Spranger values by means of a test consisting of a number of paired activities; the subject is asked to express his

⁹ Spranger, E., *Types of Men* (translated by P. J. W. Pigors). Halle, Niemeyer, 1928.

¹⁰ Allport, G. W., and Vernon, P. E., *A Study of Values*. San Francisco: Houghton, Mifflin Company, 1931.

preference for one or the other. The test is adapted for use with adults and has proved of considerable worth when used along with other methods of discovering values such as the interview, ranking of choice, etc.

In a study by the writer¹¹, 240 college students were asked to rank nine values in order of preference. The median rank order from highest to lowest was as follows: Effective Personality, Healthy Body, Good Home, Education, Vocation, Religion, Money, Scientific Achievement, and Artistic Accomplishment. These rankings represent the average preferences for the class as a whole, and there would naturally be much variation in the ranking of the individuals comprising the group.

The Values of Democracy

As was stated previously, the central value of Democracy is respect for every individual and a belief in his inherent worth. The rise of totalitarian states in Europe has made us keenly aware of the true meaning of this value by reason of the sharp contrast. The basic difference between the totalitarian form of government and democracy lies in the fact that the former government takes a derogatory view of the nature of the common man. This is clearly reflected in the worship of the State as an end, the belief in aristocracy of leadership, the restriction of the freedom of the individual, the myth of divinity of the ruler, and the rigid control of education and the press. The democratic way of life, in contrast, emphasizes the state as a servant of the individual, the right to leadership based upon achievement, the maximum possible freedom for the individual in keeping with the welfare of the group, the consent to rule resting in the hands of the people, and freedom of education for all with no restriction on the truth.

Both of these points of view are systems of value, and hence represent idealized goals for the development of personality. In democracy the basic aim is to produce personalities with the maximum individuality within the cultural framework of required group obligations. To do this it is essential that we develop individuals with an internal value system who will be aware of their rights, privileges, and freedoms and at the same time will possess a deep sense of social obligation and responsibility for their actions. In the totalitarian state, order and group solidarity are maintained by external force and by rigid control at the expense of individual freedom and of variation in personality development.

The principal task of our schools, in so far as training in citizenship is concerned, is to develop in each successive generation an understanding of the values of democracy, and to create the conditions within the school which will enable youth to develop wholesome attitudes toward these values. The school has made a definite contribution in giving students information about democratic values, but much

¹¹ Bell, Hugh M., "College Students' Interest in Personal Development", *Jr. Educ. Res.*, March 1936, pp. 518-523.

less attention has been paid to the formation of effective attitudes toward the values. Attitudes are learned primarily through observing the examples of others and by actively participating in social situations which have significance for the individual. The school should be the institutional framework within which the values and processes of democracy may become a daily reality in the lives of its pupils. When a pupil actually has an opportunity in his daily school life to participate in democratic processes he comes to sense their importance in the promotion of his welfare and that of the group, and to feel a respect for democratic values. On the other hand, if the pupil continually meets up with personal experiences in the school which are dominated by totalitarian values, his basic attitudes toward social control may reflect that philosophy.



Financing Emergency Needs—"In order that schools may render essential services during the war, the American Association of School Administrators recommends continued and increased federal aid for school construction and operation in districts where school needs are suddenly expanded by wartime influxes of population. The Association also recommends federal appropriations to assist communities to meet costs of school building changes and protective equipment in areas subject to possible air raids."

Priorities—"The American Association of School Administrators commends the federal interest in the welfare of the children in the schools as expressed by the granting of priority rating for educational materials and supplies, and for the administration of such rating respectfully requests the simplest procedure consistent with the nation's war plans."

New Emphasis on the Common Good—"School administrators will stress the obligation to sacrifice easy ways of life and to achieve a genuine concern for the common welfare. They will seek to inspire sentiment hostile to hoarding and to foster an atmosphere of self-denial and self-discipline. They will plan to develop an understanding of our American neighbors favorable to hemispheric solidarity."

Development of Morale—"School administrators consider it their patriotic duty to develop a resolute morale by the teaching of good citizenship. They aim to keep so clear in the minds of pupils and adults the fundamental issues of the war that understanding will kindle and keep alight a flaming devotion to the cause of democratic freedom."

"Recognizing that the immediate national objective is to defeat our enemies and their purposes, school administrators will not allow controversial matters to distract them from this main objective. Without waste of time they will reconstruct their programs to meet emergency conditions."

Psychology Underlying the Development of Attitudes, Ideals, and Appreciations Necessary to the Realization of our American Dream

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I.

The American Dream

"WE HOLD THESE TRUTHS to be self-evident: That all men are created equal;¹ that they are endowed by their Creator with certain inalienable rights . . . life, liberty, and the pursuit of happiness; that, to secure these rights, governments are instituted, . . . deriving their just powers from the consent of the governed . . ."

"We, the People . . . in order to (obtain) Union,—Justice,—Tranquility,—Defense,—Welfare,—and Liberty . . . establish this Constitution . . ."

"And for the support of this declaration . . . we mutually pledge to each other our lives, our fortunes, and our sacred honor."

These sentences are from the Declaration of Independence and the Preamble to the Constitution of the United States.

The time is past when we can keep American democracy by letting things go on very much as they always have. If war lasts until 1945, and if we allow for a post-war period of four years, no living person under twenty-five in the United States will remember any period but the depression, the war, and the post-war upheaval.

We have become, in spite of our difficulties, the strongest country on earth. We are now acknowledged to be the greatest democracy in a chaotic world. Our resources and our means of converting them to use are foremost among the nations. Today, we still have more freedom, a higher state of general welfare than any other land. Foreigners tell us we do not fully appreciate what we have.

The health of our people, even by army standards, needs improving. Many of our people still live in squalor. Fascist-type political movements have risen to dangerous proportions. We have not yet settled our problems of racial and religious intolerance, of free public education, nor of an economic system that does not "rob Peter to pay Paul."

We, as Americans, however, have not lost faith. We believe in democracy. We prefer democracy and we will have democracy. But to do that we must make an effort—an effort beyond any we have made before, an effort as great, perhaps, as that which the founders made. If we believe that we, who are in the employ of the public schools, have

¹ Men as persons are equal—certainly before the law, in their rights to the natural fulfillment of their lives, to opportunity, and to all the intangibles which constitute the values that men live by.

done our whole duty merely by keeping school, and if we believe that the politicians will run the country, the business men will manage business, the unfortunate will get along somehow, and that the common people should be humbly thankful for what they have, we shall have been derelict to a responsibility we have already assumed. We cannot be casual and smug if we see our problem—that individual effort in the public interest is the basis of democracy.

What is our educational problem? It is to produce citizens who will know what democracy is, who will have had experience and training in how democracy works, and who are emotionally fitted for being democratic people. The success or failure of American democratic life will certainly not depend solely upon the information, knowledge, or skill our children possess, but rather upon whether democratic ways of living are more appealing and satisfying to them than any other ways. These ways must be preferred. Our children must want democracy. Their feelings, emotions, and attitudes must be such that they will find ways to make it work rather than to accept any other alternative.

Our coming citizens must see American democracy, not as a fertile field for personal ambition, but as a way of life in which their own destiny is bound to the union, justice, tranquility, defense, welfare, and liberty of all. They must see their obligations and responsibilities. They must see the social meaning of Christianity. They must get pleasure and satisfaction from working with others. There must be the equality of fraternity.

This is the challenge: Hitler and the Japanese militarists lead a fanatical people by means of a gospel of racial-cultural divinity, power, superiority, invincibility. The individual is as great, and only as great, as his contribution to the State. The appeal is through the singleness of purpose, of educating for survival or death by competition, aggression, hate, and fear. That is a back-against-the-wall psychology—the psychology of hardness, the psychology of primitive reactions to danger, the morality of power, the politics of the adrenal glands.

Democracy builds upon an entirely different aspect of human nature. We build upon the same foundations as does family life—affection, loyalty, fraternity, work, individual respect, mutual aid and support. The psychology of democracy is the psychology of the growth and development of the individual to personal and social maturity. A democracy can succeed only if the individuals who compose it work with each other, and either exercise self-restraint, or conform to the social restraint necessary to prevent the strong becoming parasites upon the weak.

Both the authoritarian and the democratic governments require discipline, but the discipline of democracy is the sterner of the two. It is the discipline of self-control rather than of external control. A longer, more thorough training is required to make people cooperative than to train people to hate and fear and fight. A dictatorship can limit education to obedience, to the propaganda of their politics, and to knowledge. A democracy weakens itself by limiting social intelligence at all.

II.

The Prerequisites to the Development of a Democratic People.

The first requisite is maturity. A democratic society requires individuals who themselves are mature enough to be responsible. It has been said that we mature through three stages: from dependence, through independence, to interdependence. Dependence requires obedience; independence breeds competition or anarchy; interdependence requires cooperation and responsibility.

The development of the individual to maturity requires that he come from a home, and go through a school that does not keep him dependent, docile, and subservient. The relaxation of adult controls of the child should gradually follow his capacities for self-management, for sharing responsibility, and for control through his membership in a group with which he identifies himself and his welfare. Domination of the individual results in his becoming either domineering-subservient, or in his revolting against any authority. Either result unfits him for democratic conduct.

The second requisite is security. If we want people to accept our American way of living, it must be such that their basic needs of life are not endangered. Any form of government that fails to provide its people with ways of assuring themselves the necessities of life when the resources are at hand must suppress discontent. The first way to prevent attitudes that lead to desires to overthrow the American Government is to permit no American conditions in which such attitudes can flourish. Poverty, ill health, and unemployment make for discontent. The welfare of the worst off is the business of all.

The third requisite is peace. Democracy cannot thrive except under conditions of peace. War cuts across all interests, and must necessarily unite a nation toward a single purpose. The individual and his private life can develop only under conditions in which personal well-being is not sacrificed to total efficiency. This is not a criticism of a democracy. It is true of all the organizations we hold in highest esteem: the family, the church, the school, and community life. It is, therefore, necessary that the machinery of enforced peace, international peace, be given first consideration as one of the internal problems of democracy. The individual must be taught to glorify peace, to abhor war, but to guard against it, not by wishing, but by supporting the protection of the peace by the use of force to compel the civil settlement of international difficulties.

The fourth requisite is a sense of reality. There is something about experience in the tangible world that gives perspective. If there is any "softness" in us, it is from the remoteness of some of us from the affairs of the farmer, the laboring man, the seaman, and the miner. The earth, growing things, and animals help people keep their thinking straight in a way that offices, words, books, theories, and protected living can never do.

We must be skeptical of circular chains of words. We should hear opinion but return to the evidence of reality for our basis of action.

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We should be difficult to convince by words, easy to convince by facts. Let us not be suggestible, gullible, but tough minded and hard-headed. Let us have the objectivity of the engineer and the scientist, with the humanity of parents.

The fifth requisite is friendliness. We must maintain the kind of relationships among each other that permit us to work together. Democracy is difficult when personal relationships are not happy and secure. Labels, epithets, names, class divisions, race, religion, and creed are threats to democracy, if used to divide us.

Good personal relationships leading to a democratic life are typified by a family the members of which are very different. They have different tastes; they believe differently; their personalities are different. Nonetheless it may be a most affectionate family group. They argue, they disagree; their household is sometimes noisy; and yet below the surface lies a mutual respect and affection for each other that leaves the superficiality of their disagreements unimportant. In short, they do not reject each other as persons because they do not agree with each other's words. They do not tolerate differences; they respect differences.

The sixth requisite is that the role of leadership must be understood. The Nazi is responsible to his leader, but the American leader is responsible to the people. We must teach our people to select and train their leaders wisely, to respect them, to give them freedom to do a job, and finally, to hold them to accountability.

The seventh requisite is that we need to see change, gradual change, as the alternative to revolution. Adapting our ways of doing things to new situations or problems does not mean changing values. Quite the contrary. Change in methods is often the way to keep old standards and values. It is quite possible that the only way we can preserve genuine democratic interest on the part of the majority of the people is through their concern with constant readaptation of their affairs to new problems and new conditions.

The eighth requisite is public education, without which men cannot keep the values stated in our constitution. Our education must become more indigenous to our everyday life—less a thing within four walls. The artificial terminals of education—graduation, diplomas, degrees—often blind us to our real needs for further training. Whoever proposes any limitation upon public education is threatening the basis of government.

These, then are the prerequisites to the development of a democratic people: personal maturity; freedom from economic insecurity; a love of peace; a sense of reality; friendliness, reasonableness, openmindedness, and respect for differences; respect for leadership, though with an understanding of the accountability of leaders; an experimental outlook with expectancy of gradual change; and finally a belief in the value of, and the necessity for universal education.

III.

The Psychology of Appreciations, Ideals and Attitudes

An appreciation is a feeling understanding through experience. We appreciate what we have ourselves undergone; we cannot appreciate what we have never experienced. An appreciation of democracy implies personal experience with it. An appreciative experience must give us a sympathetic understanding, a kindly disposal through participation. If we wish children to have a warm comprehension of democracy, we shall see to it that they have favorable satisfying experiences in democratic activities.

Appreciation sometimes is used to mean something akin to thankfulness. We tell youth they should appreciate what is done for them. In this sense we mean value. We wish children to value our American way of living. Value or worth, however, does not come from "ought" or "should." Rather, whatever brings us satisfaction is valued. Democracy, to be appreciated, must bring to its participants a satisfaction of need. Only then can we appreciate democracy. It is not enough to tell children that they should appreciate democracy; we must give them a basis in experience for valuing it.

Ideals are valuable as frames of reference. Ideals are of two sorts: they may be wishful escapes from the real, or they may be practical ends we are seeking to realize. Ideals as imaginary satisfactions may arise from our dissatisfactions, unfulfilled needs, and personal frustrations. When ideals do so arise and are fantasies, they weaken the individual, for they take the place of doing something about his troubles. But our dissatisfactions may also result in ideals that are realizable goals. Our democratic ideals, to be most effective, should be practical.

An **attitude** is illustrated by a poised cat. The direction he is about to spring is a private affair; it is not public until after he has acted. Likewise, attitudes are private affairs. They are the residue of past feelings that tend to make us act as we shall the next time.

Our attitudes are the responses we would like to give. These inner responses are not evident to others. That is why, in war times, the genuine attitudes of people are so difficult to determine. It is also the reason that the teaching of attitudes is of such great importance. What we conceal is often more important than what we reveal, for our action tendencies will come out on the opportune occasion.

Attitudes have to do not necessarily with the mind only, but with the entire being. They are bodily, glandular, irrational; they are not changed by reason, although their expression may be modified by it. When we say a person does not have the "right" attitude, we usually mean that he looks for excuses to find fault, criticize, or even to sabotage. A "good" attitude, on the other hand, means cooperation, friendliness, a tendency to try to put forth effort to gain an end even when the way is not clear.

Attitudes are emotions, or more correctly, the result of many characteristic emotional responses. They are learned as we learn emotions.

They are acquired while we are doing other things. Our attitudes toward washing dishes, for instance, is learned while the act is going on, or while hearing others express their own tendencies toward that act. Likewise, our attitudes toward policemen are sometimes learned dramatically, but more often from the expressed attitudes of other people.

Many attitudes are attached to words alone. This is especially true when words do not stand for specific situations such as dish-washing, dog fights, straight-back chairs, or glaring headlights, but rather when the words represent intangibles or class names such as democracy, patriotism, communism, exploiter, capital, labor. Attitudes which are given to such words are often limited to the sound or sight of the word itself and its immediate verbal context and do not refer to the myriad of situations to which the words apply. Thus, we may dislike the word "socialism", but buy our electricity from a municipally-owned system. We may like the word "union" or "association" but dislike attending meetings, paying dues, or participating. We may dislike the word "capital" but anxiously await our chance to invest profitably. And we may show pretentious attitudes toward the word "democracy" while practicing and enjoying autocratic behavior.

An Attitude toward such a broad idea as democracy can mean two things. First, it can refer to the hundreds of occasions and situations toward which we may be democratic—voting, serving on committees, saluting the flag, obeying laws, paying taxes, respecting other races and religions, not using power to suppress the opinions of others, being equal in the family; or, second, it can mean merely one's attitude toward the word "democracy." In educating children we need to teach good attitudes toward both. We err most often in conditioning children to the word while presuming that the details will naturally follow. Such is not the case. In fact, teaching reactions to symbols and words alone is an authoritarian or Fascist method. The success of democracy does not depend upon our reactions to a word but to those details of life which, if observed, will in fact make our nation a government of, by, and for our people.

IV.

The Teaching of Appreciations, Ideals, and Attitudes

In the first place, appreciations, ideals, and attitudes cannot be taught as facts and skills are taught. We cannot have a course of study in democratic attitudes, for example. We cannot find a textbook that will make good citizens. Lectures won't do it. We cannot teach it as subject matter at all in the sense of "covering the material", and having done so, presume that learning has occurred.

What do we start with? Being born Americans may cause children to take democracy for granted. But they take other things for granted—parents, teachers, knives, forks, and spoons, Republicans, speedometers, and Tarzan. They have not chosen the American Dream either. Still, this fact is not a handicap in learning to appreciate their country and its people. Children become deeply attached to the situations of

childhood, particularly when such situations are associated with their personal satisfactions. Children need not go about in a perpetual state of excitement, nor be able to say all the words about democracy, to develop a profound allegiance to it. We need to recognize that fact at the outset. They revere their grandfathers, cherish the old swimming hole, pleasurably recall their fourth-grade teacher, and thrill at Uncle George's stories of pioneer life, not because these were supposed to be dutifully remembered, but because they accompanied personally satisfying experiences. Democracy must be taught in the same way, through personal experience or through some associate of direct experience.

There are two general approaches to the teaching of appreciations, ideals, and attitudes. One is through direct experience which includes both participation and observation; the other is through language.

Participation. We usually support and defend that in which we ourselves have had a part. This is notably so when our part has been one of responsibility, for then we identify ourselves personally with the enterprise. If we wish our children to identify themselves with the realization of our American Dream, we will see to it that they have a personal role to play with some degree of responsibility.

A kindergartner announced proudly to his mother that he was on the paper committee. That meant he picked up papers on the floor? Not at all. It meant to him that he had a recognized place and a job that really mattered to the teacher whom he liked.

A second-grader came home one day and said he was a boss because he was chairman of a committee to study the houses in Hawaii. Later he explained that the chairman wasn't supposed to be the boss but only the writer. When asked by his mother why he said that, he explained that he was on another committee that had a bossy chairman who tried to make everybody else do what she said and so he decided being bossy was a bad thing.

A sixth-grader I know got a school letter monogram for being on the yard committee. That symbol of recognition of an ordinary task was presented not as a reward but as an acknowledgement of service.

A group of eighth-graders were studying their own community. At first they read and talked. Then they took upon themselves a small soil conservation project. They had to look at many eroded areas, then choose a convenient one and go to work. When they finished, no one could keep them from feeling a personal concern with that community problem.

A delinquent boy I know completely changed when given a school job by the members of his class.

A class of children in one school was asked to put on a skit about the Bill of Rights. It was not for parents to see but for the children in another room. It was not a show but a research project. Those children used nothing but school situations to illustrate what, to them, was the meaning of the Bill of Rights.

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One of the most democratic schools I know carries on a continual but incidental program of democratic methods. It becomes second nature to the children. They have high standards of how a meeting should be conducted. They have not memorized Roberts' Rules of Order, but they have used them till they know them as well as the rules of a game.

Children can play a far more extensive role in the conduct of their own affairs than they are usually credited with. They must learn how to follow the discipline of democracy. They won't learn such a discipline in a vacuum. They must be given a job to do.

Participation goes farther than so-called government. Children who learn to work together, share their contributions, divide tasks and pool results, are learning how to be better citizens. School work itself should not be built around the framework of the child reciting familiar facts to "authority."

Participation is sometimes passive. Children must be taught to listen to each other. Perhaps nothing interferes with the teaching or oral work so much as a class that cannot listen to one of their own members talk. Discussion is important in a democracy. It must be taught as one of the fundamentals. Intelligent listening, not merely being quiet till the other fellow finishes, is essential to discussion.

Children need to learn not only to participate, but to realize that their part in group work, individual responsibility, cooperative efforts, and discussions, is democracy. They must not only learn democratic behavior, but also learn to recognize it as such.

A school which does not provide many, many occasions for children to play a part in the life of the school cannot teach democracy no matter how much they do with symbols, rituals, and generalized talk. Trying to teach democracy by propaganda is about as effective in assuring good citizenship as teaching athletics by reading, typing by discussing its advantages, or surgery by mail.

Observation. We learn from the examples set by others. Learning by example is primarily a reaction to the behavior of others, especially by an imitative reaction, for the latter is most likely to be approved.

What kind of a democratic example do we in public schools set for children?

Are our schools organized democratically within? Is the principal 99 and 44 hundredths per cent of the voice of the school? Does the school fence divide the school and the community? Do minority taxpayers' organizations dictate the budget? Is the discipline of the schools a one-man oracle of sanctioned conduct? Do teachers have a voice in the selection of a principal? Are the private lives of teachers a matter of public inquisition? Do we give the children of all races, religions, or economic levels an equal educational opportunity?

The criterion of whether or not the above questions should be answered negatively or affirmatively depends upon the opinion of those affected. Children's reactions should reflect the teacher's degree of

democratic conduct; the teachers should judge the methods of the principal; and the community should judge the part it has to play.

There are no simple yes-no answers to the above questions. Schools, administrators, and teachers vary. Some schools are very effective in teaching democracy. Others still reflect the European tradition of the wise teacher imparting knowledge to the ignorant but obedient pupil.

One of the things we can be sure of is that we, as teachers, transmit our attitudes to the children we teach. This does not mean we give children our beliefs and opinions. It does mean that children from our facial expression, tone of voice, and gestures sense how we feel, what we take seriously, what we ridicule, what we like, and what we hate. If you wish to know what attitudes of your own you are teaching unconsciously, make an inventory of your strong feeling, biases, prejudices about American life. Then examine that list to see which of them are democratic attitudes.

The atmosphere of a school reflects the attitudes of the persons in it. Some schools fairly radiate cordiality, pleasantness, and industry. Others bristle with regulations, people on guard lest they say the wrong thing, and teachers who are very conscious of "official opinion." One of the first things a new teacher does is to "get the lay of the land," sense the attitudes of others, and thus either put herself in a favorable light, or keep still.

The appreciations, ideals and attitudes we show are reinforced and remembered when they are given the approval, praise, and acknowledgement of those we like. In fact, this is the means by which we attain personal significance and membership in a group. We feel ourselves wanted, appreciated. Children are suggestible to praise as are adults. Most children need the security of personal approval and of personal direction. Here, however, is a fine point of distinction. Social approval can be so much a matter of authoritative sanction that the child does not gain self-confidence in his own judgments. In short, we should condition the right attitudes toward others rather than toward the person of the teacher or the principal.

A little boy in the fourth grade was belligerent and quarrelsome. He'd get in fights and swing his lunch bucket wildly to protect himself. He was quick tempered. Only when eighteen of the children within his own room indicated that they considered him their friend did he overcome his violence. Then the change was dramatic.

Social recognitions of all sorts, whether intangible or tangible, may symbolize either payment, reward, moral bookkeeping, or an expression of group appreciation and friendliness.

Language. Teaching through language rather than through participation and observation is the easier and more generally used method of producing attitudes and ideals. More than we realize we are victims of the words we know. Some are taboo. Through language another person can reassociate meanings in the minds of his hearers in such a way as to give an entirely new significance to words and what they

stand for. Thus, the propagandist need never work with the real situation, events, or acts. He needs only words, pictures, symbols.

In a similar way language is useful in teaching attitudes toward our American life. Language is most useful when the words we use refer to tangible aspects of our environment. Often, however, the words are such broad generalizations that they do not convey to the other person the same meaning they possess for the speaker. When this is the case, about all we teach is the emotional tone of the language and the interrelationships of words. Thus, we may like a word but ignore that to which it refers.

We learn by ritual when we repeat words, go through certain hand-and-body motions in precisely the same socially approved way with a certain emotional glow. These acts come to have great emotional significance. Thus, saluting the flag can become a genuinely emotionalized act. Its significance can be associated with the words that are used at the time. Its meaning, however, is too often limited to the ritual itself. At this level a ritual may remain more or less of an isolated act. Thus, the salute to the flag is no different for Republicans or Democrats, nor does it imply anything that has to do with the tariff, state rights, the power of the Federal Government, or the WPA. It has no particular meaning about any specific aspect of our country. It is a generalized sort of thing, and, as a generalized sort of thing, most people accept it.

Take the phrase, "with liberty and justice for all," for example. If you were to move from some foreign country to the United States, and a friend here wrote you and told you that when you came you would find a land where there was liberty for all people and justice for all people, I am sure you would think that you were about to move to a Utopia. Think of a country with liberty for all and without injustice! And yet when we use these words in the salute to the flag, we may hear their sound but miss their meaning. Should we not, if we expect to give such a ritual as this its full accord, discuss with children on dozens of occasions in connection with the salute of the flag, examples or instances of liberty and justice? Should not these words become meaningful, not only in terms of the flag salute, but also in terms of the people we see on our streets and in our classrooms?

The emotion we express through our language is of more import in teaching attitudes than are the words themselves. At a recent meeting, the secretary read the following sentence in a very sarcastic tone of voice, for she disliked the one who wrote it: "We have looked into the matter and we find that there is no record of any attempt to dispose of the property." The president asked to see the letter and then reread it with positive conviction of the truth of it. The effect on the audience was as if two different statements had been read.

In teaching the children of America the ideals of our people, an appreciation of our way of life, and attitudes that will assure its perpetuation, let us not fall into the error of seeking mass emotional

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responses, of tying our feelings to signs and symbols alone. Instead, let us look to the individual, the person. Let us never forget that as a democracy, we have staked our all on the willingness and ability of the individual citizen to be worthy of the basic sovereignty of our government. It is truly a great trust. So great is it that the weight of responsibility alone should motivate us to a devotion to the common good.

Finally, our job is no academic matter. Let no one say we have been derelict to our responsibility. Let no one say we are not informed, nor courageous, nor convinced, nor skillful enough to do our job well.

February 1942.



Looking Toward Peace—"By providing purposeful direction of the energy of young people, the Association will strive to eliminate war hysteria and senseless hate, thus preserving, despite the tensions of war, those attitudes on which alone a stable post-war world can be built and will continue to develop a real understanding of all peoples and the recognition of the common brotherhood of man.

"Because it is sound policy in time of war to prepare for peace, this Association requests its Executive Committee immediately to inaugurate continuing studies of educational needs in America during and after the war and to prepare recommendations for appropriate education."

"Well aware that knowledge is power, China carries on her schools in the face of ever-present death."—Chih-Tsing Feng

ELEMENTARY, MY FRIEND

Ordinarily colleges and universities have superior facilities and equipment for a broad physical education program. Next best are found in high school. Poorest, where the need is probably greatest, in the elementary schools. This fact makes it a great pleasure to report splendid facilities and programs in swimming at such points as the Taft and Mojave elementary schools.

The Role of Elementary Education in Building Civilian Morale in Wartime

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(With acknowledgment to the following panel members:
Miss Mary Carver, Mr. L. W. Bateman, Mr. Harry Haw)

GRIM EVIDENCE of the thrust of war into the intimate daily living of our civilian population lurks in the corners of our homes where there are buckets of sand and water, shovels, axes, rubber gloves, dark glasses in readiness for combat. The reality of this war on civilian morale has crossed the threshold of every American home. Moral and spiritual defenses will prove to be even more important than physical defenses and will take longer to build. According to Professor Pittenger, "Democratic beliefs and loyalties are the heart of these spiritual defenses. They must be constantly maintained." Another writer asserts, "Effective opposition will consist in a fighting faith in the ideals basic to the American way and aggressive efforts on their behalf".¹

What practical program can an elementary school principal propose so that his school can make a contribution to national defense and to the maintenance of effective morale in these critical times? Efforts in the elementary school should be expended on five major purposes:

1. Development of democratic concepts, attitudes, ideals which find expression in democratic practice.
2. Intensification of those purposes, activities, content, and values long existent in the school program which can be made to contribute directly to the war effort.
3. Use of worthwhile community enterprises in which school and home can contribute cooperatively to war purposes and group solidarity.
4. Organization of new services in order to have the school share directly in the execution of the war program.
5. Maintenance of essential values of the regular program and pursuance of the customary routines of school living which will provide security and stability for the school population.

It is now mandatory that educators make all the experiences of modern school living the starting point for the emergence of democratic concepts, appreciations, attitudes, and ideals, if American Democracy is to be preserved. Lack of common background on the part of the American populace concerning the meaning of democracy is a critical problem confronting us today according to educators, journalists, radio commentators, writers, artists. "A people can not defend democracy without first understanding its meaning fully and clearly. How can

¹ Pittenger, Benjamin Floyd, *Indoctrination for American Democracy*. New York: The MacMillan Co., 1941, p. 50.

² Carmichael, O. C., "Leadership and the Present Crisis", *Vital Speeches of the Day*, p. 141, December 15, 1941.

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that understanding be achieved in the necessarily widest possible base?"³

In *The Education of Free Men in American Democracy*, there is an arresting discussion of the fact that there is imminent danger that the American people may abandon step by step the articles of faith in order to achieve military security. "Their (the American people) only hope of genuine victory here is the building in all haste of powerful spiritual ramparts for the defense of the democratic faith".⁴ Although discussion and peaceful settlement of problems are democracy's ideal way to handle disputes, waging war does not and must not mean abandonment of democracy. Our free society must not forget the virility of its birthright. We must not deny the vitality of our democratic society to fight aggressively for its continued existence. Temporary and emergency adjustments to stream-line action will necessarily take place just as a family transforms its customary ways of doing things when a fire causes emergency responses.

Waldo Frank characterizes the way to defend our democratic system as follows: "The one available way is to deepen and heighten our experience of what America stands for, of what America promises, until the democratic way of brotherhood and justice is so ingrained in us, so explicit in our institutions and so implicit in our intimate lives that even the forced turning of the country into a concentration camp would not destroy it".⁵

I. DEVELOPMENT OF DEMOCRATIC CONCEPTS, ATTITUDES, IDEALS

Education's role in developing understanding of democracy is of primary importance in winning this war. "In order to serve one's country and to make it constantly a better place in which to live, one must know and love its ideals. Real patriotism can come not from sentimentality but only from intellectual understanding and a conviction that the way of life indicated by his country's ideals is better than that which is the result of any other philosophy of society and of government. There is always a tendency for people to take for granted that the ways of living with which they are familiar are the best, and not concern themselves with really understanding the underlying ideals which hold men and women to higher standards of living. Leaders especially must understand these ideals, must appreciate their sound superiority to all that compete with them and must be so devoted to them that they will constantly work not only to exemplify them but also to influence others to do so".⁶

What program should be launched in each school to unify efforts?

³ Bricker, Harry, "Implementing Democracy—A Frame of Reference and a Design for Radio," *School and Society*, p. 487, November 29, 1941.

⁴ The Educational Policies Commission, *The Education of Free Men in American Democracy*, The National Education Association of the United States, Washington, D. C., 1941, p. 42.

⁵ Frank, Waldo, "Our America", *The American Mercury*, p. 70, January, 1942.

⁶ Briggs, Thomas H., "Are Teachers Patriots?", *The Journal of the National Education Association*, p. 278, December, 1941.

"No democracy can succeed unless all of its people understand what it means, believe in it, and attempt to live it in their daily life".⁷

If we accept the statement that school graduates have no clear understanding of the democratic ideal of life or of their responsibility for the common welfare we admit that we have failed in our central purpose. Schools were established to lead pupils to understand, to appreciate, and to live the democratic life. "If we fail to have confidence in our wisdom as individuals to contribute our part by earnest and informed thought to the solving of problems of broad social import, we are weakening democracy now so that it may never be restored."⁸

Teachers have taken too much for granted. What can be done to achieve this main educational goal? Entire faculties should undertake in building meetings to reconsider purposes and evaluate practices. Each teacher should clarify her understanding of the democratic ideal by a written statement which probes her thinking and expresses her convictions. This statement of faith in the underlying principles of democracy should be worded in a form that is so concise, so functional that she can use it continuously to help children perceive the relationships of their ways of doing things, of their experiences, of their practices, of their home, school and community life to the broader meaning and implication of democracy. Having superior teachers share with fellow teachers their analysis of how they succeed in influencing pupil attitudes and loyalties is a helpful professional activity for faculty-wide consideration.

Principals must assume leadership in having teachers realize the importance of adoption or imitation of the attitudes of a strong personality as a method of acquiring attitudes. Children both consciously and unconsciously pattern their behavior after that of their teachers and other persons for whom they have loyalty. Guidance of principals may also be needed to illustrate the importance of single intense or dramatic experiences in the formation of attitudes. Master teachers know how to set up class room situations in which "feeling tones" contribute to the growth of attitudes. Too many teachers fail to provide vivid class experiences. Dr. Prescott warns us concerning extension of attitudes of mental detachment and characterizes the development of mild emotions in group situations as desirable to learning outcomes. "The stress laid on the attitude of mental detachment, desirable in the scientific observer, has been unduly extended into other spheres of life."⁹ ". . . Is there an opportunity to enrich life from beginning to end by guiding children into and through high moments of vivid experience?"¹⁰

Teachers should also cooperatively word a brief, clear, forthright, statement of the school's concept of democracy. Each teacher should feel that this statement contains the underlying principles which should

⁷ Ibid. p. 278.

⁸ Ibid. p. 278.

⁹ Prescott, Daniel, *Emotions and the Educative Process*, p. 48.

¹⁰ Ibid, p. 3.

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motivate all the decisions of school living relationships. Continuous evaluation of methods of organizing and operating the school should be made to insure democratic practices.

As we intelligently face the problem of how to proceed we gain assurance that there is need for very little change in actual classroom procedures. Change in outcomes in democratic understandings will result from change in emphasis and increased sensitivity on the part of teachers to opportunities to build democratic concepts. Democracy can be made meaningful to pupils through three major types of teacher endeavor: 1. Teachers must approach studies of current social problems purposefully motivated to utilize effectively every opportunity to stress democratic values which can and should emerge. 2. Teachers must guide the acquisition of skill in democratic procedures of group action so that pupils not only live and practice democracy in carrying forward their group purposes, but become conscious that such practices are privileges which other peoples do not possess and that the exercise of such privileges carries with it responsibility. 3. Teachers must guide the growth of personality and group living so that faith in and fundamental respect for the contribution and worth of each individual dominates all behavior whether of individuals or groups.

Teachers themselves are confused and need help in overcoming attitudes created by the process of debunking heroes and the general cynicism that prevailed in their high school and college days. Their essential loyalty is indisputable but some lack background to give concrete expression to their faith — to implement their beliefs. Most practical help can be given by their principals through guiding their professional reading and evaluating with them instructional materials now available for use with children.

Teachers will easily convince themselves that democratic learnings (attitudes, ideals, understandings, appreciations) are not produced in a vacuum. There is danger of attempting to short circuit the educative process and thus of making one of two mistakes: 1. overemphasize the display of symbols, ritual, ceremony and fail to gain a thorough understanding of their underlying significance. 2. Make an abstract analysis of democracy resulting in empty verbalisms for parrot-like repetition.

It is the task of administrators and supervisors to help teachers find and develop materials through which pupils may achieve democratic understandings. Teachers must discover materials which trace the origin and growth of democracy; describe achievements of the nation and its great men; word problems and purposes; inspire love of the past and hope for the future of our nation.

How and where can such materials be located? There is no dearth of raw materials in history, biography, and children's literature; what is lacking is publications having a recognized plan of organization and functional presentation of democratic concepts.

Teachers with sufficient background and imagination can find their own materials to illustrate basic principles. To save the time and

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energy of all teachers, a promising lead has been taken by Prudence Cartwright and W. W. Charters in their graded **Democracy Readers**. These books have been compiled from material in American, English, and French historical and civic sources.

The Unitext series published by Row, Peterson & Co., comprises another forward step in democratic social studies teaching; this series consists of many small texts dealing with specific and basic science and social science studies units for supplementary use.

The book **Where Our Ways of Living Come From**, the fourth in the series **Our Ways of Living** by Wilson, Wilson, and Erb, American Book Co., clarified a child's understanding of his opportunities through group participation and makes him consciously aware of the values of group life. The book is outstanding for careful concept development through pictures and descriptive detail. The meaning of the word cooperation is carefully and gradually built up by thinking through and listing specific cooperative activities for home, school, community. Other books of the series have pertinent materials of the desired type.

Small weekly newspapers for children, such as **The Young Citizen** of the Civic Education Service, and such other papers as **Current Events, Every Week**, and **Our Times** have a well-outlined program covering: 1. Training in Civic Thought; 2. Training in Civic Action; and 3. Training in Civic Skills. Semi-monthly teacher's guides usually supplement such papers.

Even such publications as **True Comics Monthly**, and **Real Heroes** should not be overlooked, with their authentic biographical appeal. Teachers on the alert for worthwhile supplementary materials of the type described will find that the time invested in the search will pay dividends in democratic outcomes.

II. INTENSIFICATION OF CERTAIN ASPECTS OF THE REGULAR PROGRAM

Schools will fulfill a large part of their obligation to their country-at-war by intensifying experiences in, and placing new emphasis on, certain long existent aspects of the daily program. War places a new interpretation upon and brings added significance to health, physical education, safety, thrift, and conservation units.

Much pride in the achievement of our nation, of minority groups, and of individual Americans can be developed through being alert to follow "leads" of children as they tell news items, as they share experiences, and as they discuss social studies problems. Teachers should plan to tell skilfully incidents in the lives of contemporary and historical figures, episodes in our history, problems and discoveries in science. Brief contributions of this type from teachers encourage children to share similar materials.

Such weeks as Negro History Week, Conservation Week, Book Week, Fire Prevention Week, Pan America Day, Brotherhood Week, etc. provide opportunity to broaden and deepen backgrounds of American life.

It is particularly important to make children aware of the contribution of minority groups such as the American Indian, American Negro, etc. Knowledge of the work of some of their leaders in art, music, literature, education insures respect and promotes recognition and tolerance. Careful planning with the program committees of civic leagues, of clubs, of hobby groups, of youth groups, can establish the custom of giving recognition to the weeks set aside for various purposes and foster worthwhile observance of them. Local libraries cooperate willingly by providing displays by books.

Teachers will be encouraged to find that they are merely to do more of what they have been doing in units organized to help children understand the world in which they live, but to do it with increased sensitivity to the opportunities for pupils to gain concepts of democratic living as they study current problems. Units on Our Neighbors to the South, World Cargoes, and other studies will carry new emphasis to clarify backgrounds of the world crisis. Every teacher should read the report of the Staff members of Springfield, Missouri, resulting from a cooperative school and community study of "Patriotism for Our Times" in *Progressive Education*, February, 1942. The classroom experiences characterized in this report subscribe to the curriculum principle that actual affairs of living must be the point of departure for discovering concepts of the democratic way of life; that solving current problems through discussion, research, and other activities is the proper procedure to follow in order to discover and stress democratic values. Teachers will find that the goals of this cooperative enterprise are worthy ones, and that the basic principles underlying patriotism as worded by the staff are sound. The description of classroom experiences will suggest practical possibilities to other teachers.

Children must feel satisfaction in group living and become conscious of the freedom they enjoy. They will thus come to value their privileges in group life and accept their responsibility to preserve their rights as American citizens.

Both thought and action are essential in teaching the meaning of American Democracy. Elementary schools seem to have placed more emphasis on the action side in recent years. Almost every school evidences plans and organization to let pupils "live democracy". Few elementary schools have planned consistently for discussion and reading problems and social studies experiences to clarify the meaning of democracy. The thought-side needs to be recognized as of equal importance to the action-side. Elementary students need to have a knowledge of the fundamental convictions and basic principles upon which this country was founded. "A school program which emphasizes democratic living for its students is essential, but so also is a program which requires students to be thoughtfully conscious of their experience and able to generalize from it. Separated from thought, participation in supposedly democratic activities deteriorates into meaningless "Busy-work". Divorced from action, the study of the concepts of

democracy degenerates into exercises with empty words."¹¹ Young people who learn to generalize from their own experiences and to discover dynamic principles of democratic life will be prepared to solve the unknown problems of the future. "But it is not enough to experience democracy—they must discover democracy's basic principles through that experience. They need to state those principles clearly and understand them so that they may apply them to the solution of difficult problems they will face outside the school. Understanding in school the meaning of respect for individual dignity, full responsible participation, and freedom of mind and spirit, they can then test every proposed solution of our social, economic, and political problems by these principles."¹²

III. DEVELOPMENT OF GROUP SOLIDARITY THROUGH HOME AND SCHOOL PARTICIPATION IN COMMUNITY ENTERPRISES

Schools should take real leadership in strengthening the role of the family in American democracy. Despite fear of blackouts, the school should initiate family gatherings for recreation, and for occasions such as Fathers' and Sons' and Mothers' and Daughters' Banquets. The importance of wholesome family relationships to sound patriotic loyalty should be clarified for the members of families. In its essence loyalty is love and certainly the family is the place for loyalties to establish primary rootings.

Shared experiences in community singing, old fashioned dancing, hobbies, games, contests, revive enjoyment of simpler pastimes and provides ideas to be carried into the home for continued enjoyment. All wholesome fun of this type provides a normal emotional outlet. Release of tension through music, recreational activities, and shared work creates happy persons with resilience and tonality. Morale is mental tone and courage.

At no time have family values, family ties of love and loyalty, family ideals and attitudes been more important. They are the basis of loyalty to the democratic way of life. Americans must evidence the same quality of love for country that a family manifests in all the relationships of its members. There must be mutuality and understanding based on love. Schools can make families conscious of their tremendous contribution to national loyalty and morale through merely expressing normal family harmony in their daily living.

Schools in many cities have challenging responsibility to help families of Defense Workers adjust to their new communities and new living conditions such as trailer camps, and to new school situations. Each school should have a carefully planned program for pupil adjustment, pupil orientation, parent orientation. Every effort should be

¹¹ *Learning the Ways of Democracy*—A case book of Civic Education—Educational Policies Commission, National Education Association of the United States, and the American Association of School Administrators, 1201 - 16th Street N. W., Washington, D. C., 1940, p. 43.

¹² Aikin, Wilford M., "The Main Job of the Schools," *The Education Digest*, p. 42, January, 1942.

made to induce new-comers to participate in school and community undertakings. Schools should take the initiative in discovering problems and setting up machinery for the solution of the special problems of the new-comers. Teachers should devote to the parents of new pupils much of their time spent in making home calls. One San Diego school of mixed-racial grouping sensed real adjustment problems on the part of residents from the south living in defense housing trailers. Discussion groups were established at the camp, led by the school principal, school nurse, and visiting teacher, after favorable responses to the following letter to parents were received:

"It has been a pleasure to enroll many new pupils in the school this year. The staff of the school is anxious to serve these new pupils and parents, and make their adjustment to new surroundings as happy as possible. We want to get to know the parents of our pupils better.

"Are you finding problems of adjustment for your child in his new school and community? We are thinking of such problems as: "How can you and your child's teacher help your child to adjust in a school of mixed races? How can we help them to participate in games and get along happily on the playground? What are your problems in supervising your child's play out of school hours? Would you find it worthwhile to discuss ways of helping children to develop such traits as self-control, promptness, obedience, honesty, responsibility, initiative? How is your child adjusting to his school work? Would you like to ask questions and become more familiar with the California Schools and their instructional program? Would you like to discuss your child's health problems or ways of preventing the spread of contagious or infectious diseases?

"We shall be happy to set a time for a discussion group, if you are interested in one. Please cut out and return the following questionnaire so we shall know how to proceed in planning and initiating such a group. If there is sufficient interest, you will be notified about the date of the first meeting."

There is no finer source of morale than the development of a feeling of "ability to do something about" a perplexing situation. If educational leaders have ingenuity and resourcefulness to conceive community enterprises which make honest contributions to the all-out war effort, high morale can be sustained through the unified efforts of home, school, and community. Concepts of loyalty are expanded through mutuality of interests, experiences, purposes. Groups become integrated and establish enduring bonds of loyalty through striving for common purposes, undergoing hardships together, and achieving desired goals. Morale results from the degree of cooperation, the clarity of common goals, the confidence and faith of members of the group in one another. Morale is wholehearted interaction.

Logan School in San Diego has achieved much in the spiritual defense of the community through a Victory Garden Program launched by a group of sixth graders. The class had studied a unit on plant

life and were about to start a school garden when the principal, recognizing the unusual leadership and background of the teacher, and the high morale and enthusiasm of the sixth graders, requested that the class plan carefully to draw the entire community into a Defense Garden project. They discussed their plans with all the organizations of the community and requested the moral support and actual participation of each group. They planned a carefully timed interest arousing campaign. One whole week question marks appeared in conspicuous places in the halls of the school and at central locations of the community. Following an upper grade assembly, when skits and talks promoted a "Plant a Garden Week" beautiful posters on Gardening replaced each question mark.

Using their carefully developed background on plant life, the sixth graders planned a schedule for contacting each class of the school weekly. They presented such demonstrations as soil analysis, seed planting, transplanting seedlings, plant pest control problems, fertilizations, and irrigation methods. Each week the sixth graders left a mimeographed bulletin with each class, and in the community library, etc., on such topics as Selecting the garden site, Soil conditioning, How, When and Where to Plant, Planting the Flat, Irrigation, Water Conservation, Fertilization, Cultivation, Preparing of Food for Markets, and Preparing Food for Home Use.

Each week the teacher prepared a bulletin for the teachers of the school which covered the topic for the week, with more factual and scientific data than the pupils presented.

A property owner of the district turned over an advantageously located lot for a demonstration garden. A tool-lending library system was established. Over two hundred gardens in back yards were started. A community project in which so many can identify themselves with a worthy undertaking, plan cooperatively, share tools and materials, unify thinking, enjoy fellowship, evaluate progress, express mutual pride in the results of combined efforts, and use the products of work for worthy purposes constitutes first line of defense activity for civilian morale.

According to the Educational Policies Commission,¹³ the ingredients of good morale are health, economic security, psychological security, confidence in associates, and loyalty to common purposes. Each of these ingredients is stirred into worthwhile activity in a community plan such as the Victory Garden Campaign just described. Salvage collection planning might well be undertaken as a community instead of merely a school enterprise.

Sir Gerald Campbell, Director of the General British Information Services, analyzed these steps to establish good moral defense: make sure everyone is doing something useful, help the population face things with complete realism, build up in them a deep conviction of the rightness of their cause.

¹³ Educational Policies Commission, *Education and the Morale of a Free People*, 28 pages.

GUIDING CHILDREN IN DEMOCRATIC LIVING

Patriotism is born of participation; loyalty develops from work and responsibility. Real outlets for emotional energy can be found in carefully organized activities of children in salvage collection programs, garden projects, safety programs, thrift programs, Victory Stamps. Schools should utilize all such opportunities to express patriotism and loyalty.

IV. ORGANIZATION OF NEW SERVICES FOR THE DIRECT PARTICIPATION OF THE SCHOOL IN THE WAR PROGRAM

All-out war has brought new administrative responsibilities to the school. Educational statesmanship is needed to make the most of the opportunity for the schools to demonstrate to the community the leadership, efficiency, fine working morale of a staff ready to serve the nation.

New tasks outlined for the schools to administer are Air Raid Protection, Sale of Defense Stamps, First aid Instruction and Safety Planning, Sugar Rationing. These challenge a response from the profession that will demonstrate that there is no mediocrity in the schools of America.

Plans for Air-raid protection influence morale in the entire community. If schools do their planning well for air-raid protection, an important outcome of the calm, poised, well organized response of pupils to air-raid drills and information and precautionary measures will be the confidence and security of parents concerning the physical safety of school children. Participation of schools in war rationing means that one member of every family unit will make a personal contact with school teachers, become acquainted with the school plant, feel the working atmosphere, and see exhibits of school work as they register for rationing books. This is a worthwhile public relation opportunity to interpret the modern school as well as a way to contribute to the war program.

V. MAINTENANCE OF THE ESSENTIAL VALUES OF THE REGULAR SCHOOL PROGRAM AND ROUTINES OF SCHOOL LIVING

Never before was sound teacher judgment at such a premium. There are new emphases and new responsibilities due to the war; yet the importance of functions of the school which continue in both war and peace was never so great. Nothing must interfere with the regular program of the school. More careful discrimination, more accurate planning, more effective organization is imperative at a time like this. The ultimate judgment of whether the school met its war responsibility will be made on the effectiveness with which the customary obligations were discharged during the war and during the period of reconstruction.

Schools must give greater and greater emphasis to democratic concepts and values while guiding individual development and while

organizing group living relationships in the modern school. Every opportunity to highlight and underscore basic democratic principles should be taken. Words like responsibility, service, obligation, confidence, participation, sharing have appeared frequently in this paper. Unquestionably all that has been said pertains to behavior in moral situations. There is a growing concept of corporate morality in the world today.

In our all-out war effort in which every child and adult has a responsibility we are not confronting matters of individual choice and group caprice, but issues which resolve themselves into moral obligations. We have spoken about the mutuality of the give and take of various group relationships. Above all else each of us must accept our responsibility to a still broader group participation. We Americans must make our contribution to a World Group fully aware that "Corporate Morality" must lead us in making our contribution to winning the Peace as well as the War.



COLORS OF LIFE

(Age, six years)

Green Life: Life like when you want something when somebody else has it. You are green and it is wants that turn you green. The world wants something so bad. That's why it turns green in spring.

Red Life: Red life is like fire. Red is hot and full of things like a circus—hot sun and blood and excitement.

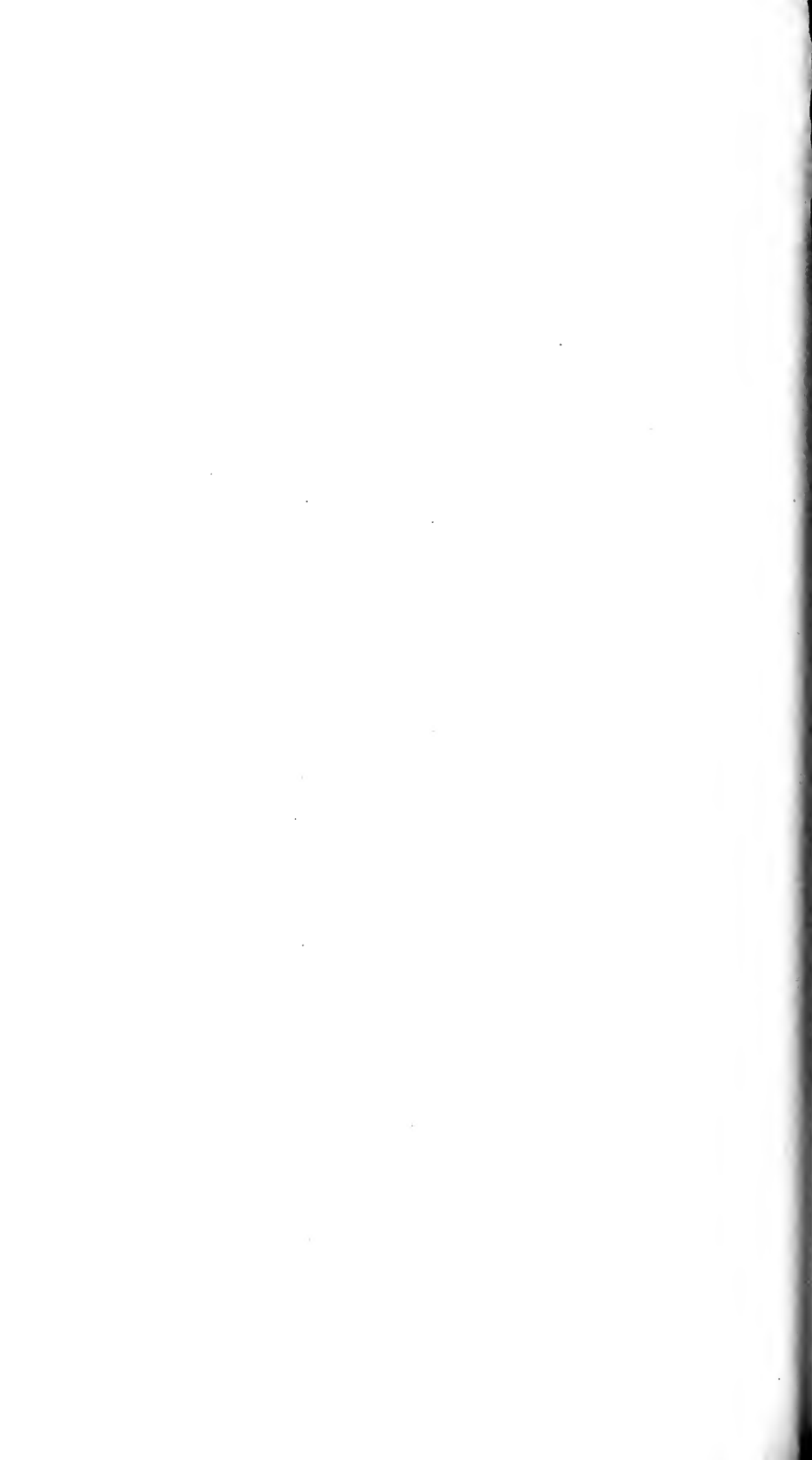
Purple Life: A jolly life, when you wanted things—real things—and you get them. When you get wanted things you feel nice and comfortable and soft, like a warm purple night. Purple flowers and purple velvet are full of smell, and soft.

Brown Life: Brown is worry, when you don't want to dance or want anything to happen for fear of what will come. And like you feel when you stay in at recess.

Orange Life: Orange life is like when a bee stings you. You see orange, and it hurts.

Light Blue Life: Is one of the nicest. It is good and like high skies and bluebells and my mother's blue eyes. You are happy and you have not pain or excitements. You walk on tiptoes and laugh without much noise—that's a smile.

Black Life: Is when a mother is cross to a child and the child is wrong, and feels like no one loves him. That is black life. You walk heavy on your whole foot.—Ruth Faison Shaw, "Out of the Mouths of Babies," Atlantic Monthly, CLIV, July, 1934.



PART THREE

Practice of Democracy



"Many skills are needed for democratic living"

EDITORIAL COMMENT

Committees working on topics in this chapter:

Sacramento: Ray Dean, E. P. O'Reilly, Ramona Springall, R. B. Farnsworth (Chairman),

San Diego: Bernice Davin, Irvin Cross, Fred Wilson, Frank Van Valin, Al Churchman, Jim Robinson, Jim Lane, Bob Burgert, Fred Butzine, Dr. Barbour, and Martha McIntosh (Chairman).

San Diego Elementary Principals' Conference. Discussion leader, Miss Lotta Perry.

Pasadena: Ross Stephens, Roland Walker, Charles Howk, Everett Calvert (Chairman).

Southern Section: John Hutchinson, C. W. Preston, Mrs. Seyler, Della R. Tarbell (Chairman).

Palo Alto: Mrs. Elsie D. Rust, Mrs. Edith W. Reed, Miss Dora Powell, Allen W. Beach (Chairman).

Northern Section: Melvin Henson, Ethel Baker, Virgil Hollis, James Cowan, H. E. Winterstein (Chairman).

Sacramento County: Fred Robinson, George Skinner, Miss E. Lunney Ryan, Orrin Henderson (Chairman).

Bakersfield: Mrs. Mathilda Davy, Mrs. Caroline Harris, Mr. Walther Showsmith, Mr. George Krause (Chairman).

The many committees discussing problems in this chapter stressed the actual practice in our schools. Their discussions covered democracy in school administration, democracy in pupil government, classroom practices, and community relationships.

The desirability of the democratic spirit in administrative and supervisory relationships was stressed throughout the discussions. The following characteristics of a democratic school environment were given: respect for the individual; respect for human equality and brotherhood; and respect for free discussion.

The conservation of the human resources was felt to be most essential. Consideration was also given to the wise use and preservation and the replacement of organic materials. Intelligent observation was thought to be the necessary requirement for the conservation of anything. With the ability to see and understand efficiency will develop. Conservation is the natural result.

In considering the extent of experiences for democratic living at various levels of school experience, and the consistency of our practice with a true democratic philosophy, it was felt that adequate democratic experiences at early levels provide a necessary and effective foundation for later success with and appreciation of democratic procedure and living.

In order to develop true democracy we must know more about the child and observe what he is doing; attempt to determine the reasons for children's actions; keep parents informed of the school's program of development for each child.

When we discuss the problem of the projects where children assist in improving American Community Living we must start with the children in school. We must let them learn a great deal about the community in which they live. This may be done by excursions, observations, reading, and discussing the local community. The finest projects for children to assist in improving community living are those which are within his understanding and ability and yet make a definite, concrete contribution to community life. These will give him experience in living together in a Democracy.

It was felt that such projects are altogether too rare. Perhaps the emergency will help us develop more of these projects.

One committee discussed the desirability and feasibility of carrying on such projects. They concluded that such activities were very worthwhile and should be encouraged in spite of counteracting or restraining obstacles.

The creative process cannot be divorced from the concept of the worthwhileness of each individual. Creative expression is at its best in a social setting. Others must enjoy it as well as the creator. The teacher must learn to broaden her concept of the creative. Every act of self-discovery is a creative act.

Creative expressions as brought out in the discussion is much broader than just the field of art, music, or writing. It could and many times does consist of the following procedures, and others: dramatizations, writing poetry, making and playing games for various occasions, conservation of materials within the school, Junior Red Cross activities, planning and landscaping a school yard, well organized teachers' meetings, and student body groups.

Every Article in this section is full of practical helps for living the Democratic Way.

Democracy at Work in a School Administration, developed by the Research Committee of the Bakersfield Principals' Club, is a fine example of Democracy at Work. This article has many definite procedures outlined that should be of practical help to school administrators.

Planning Democratically in San Diego cites what one city has done to promote democratic procedures within the school and community.

The Opportunity for Teaching Democracy Through Pupil Government is full of valuable suggestions for student organizations. The material developed in this article is based on successful experience of teachers working with children and student organizations.

Education for Inter-American Friendship, by Helen Heffernan, is very timely and is recommended reading for everyone who is vitally interested in promoting better relationships with our American Neighbors.

As Ye Sow, by Leo B. Hart, culminates this section with a vivid description of the problems confronting migratory schools and the splendid way one school has met these problems and instilled the democratic spirit in the children who have come into our state sorely in need of help and guidance.



"The United States is one of the few places in the world where creative expression is still encouraged in the public schools. Creativity is not encouraged under a totalitarian regime. Conformity and following directions is the rule of the day. It is most important that teachers in democratic public schools shall recognize the significance of this and encourage creative expression in many media for all children. It is a part of the way of life we are fighting to preserve."—Opening paragraph, "Creativity in Public Schools," Gladys L. Potter.

Planning Democratically - In San Diego

By a Committee composed of

A. H. RIDDELL

AL CHURCHMAN

LOUISE WELLER

MARGARET HEATON

Chairman BILL HAWKS

DEMOCRACY is effective only to the degree that it is experienced or lived. The opportunities for democratic living do not prevail without some effort on the part of those who are interested in fostering them. The characteristics in human nature such as the will for self-preservation, the striving for power, and the desire for recognition militate against democracy unless there is group planning and agreement in advance. Democracy in our schools is experienced only to the degree that it is planned in advance.

Planning for democratic living in the school involves at least three relationships, (1) the relationship of teacher and administrator, (2) the relationship of teacher and pupil, and (3) the relationship of the school and the community.

The activities included below are the development of plans which have been gleaned from the supervisory reports of the San Diego Elementary School Principals for the year 1941-42. Due to the limited space, only brief descriptions can be given.

I Teacher-Administrator Relationship

There was a day when an administrator "gave orders". There are current today those administrators who "give orders" with varying degrees of assistance. Tomorrow we may have administrators who "take orders". This is intended to imply service. The greatest servant becomes the greatest leader—a term which should be synonymous with administrator.

YES, WE STILL HAVE BUILDING MEETINGS!

"Building meetings are the bane of my existence," remarked Mr. Peddi Gogg, a seasoned and well-esteemed veteran of the School Administrator's Club, in despair. "I hope to see the day when some teacher will, at the close of the meeting, come up to me and say, 'I really got something out of your meeting today!'"

"Your meeting?" queried Miss Not-So-Sure. "Let me tell you about the democratic method we used in the Give-it-a-try School to place the responsibility for faculty meetings where it belongs, on the shoulders of the staff. This has been accomplished by following a building meeting plan in the initiation and promotion of which each staff member has actively participated. Confering with the principal, three faculty members, representing the primary, intermediate and upper grades respectively, drew up and submitted to the other teachers a schedule of possible problems, based on building needs and current emphases in the

city school system, which might form the nucleus for a series of faculty meetings. This schedule was submitted to the staff, who were invited to make further suggestions and to strike off the list those problems the consideration of which they felt would be unprofitable. The schedule having been thus revised, and the principal having approved it, the individual teachers were invited to indicate the meeting of which each would act as chairman.

"The results of all this have been varied—panel discussions, speakers from specialized fields, symposiums, debates, reviews. All of these have furthered the goal set by the principal and teachers at the outset—continuous and wholesome democratic living."

"It sounds practical," sighed Mr. Peddi Gogg, who had listened courteously to Miss Not-so-Sure's avowal that even she had learned to look forward to building meetings and would never again assume that her former "one-man-show" type of meeting would suffice in this modern day of democratic Deweyism.

II Teacher-Pupil Relationships

As the alert principal realizes the possibilities for democratic participation of his staff in building planning, so the forward-looking teacher under his leadership is aware of the unique opportunity which is hers to instil democratic attitudes in young minds. Attitudes come most easily as the result of concrete experience, and modern teachers are anxious to see that their pupils have plenty of experiences of a democratic kind. Knowing, for example, that sound bodies to house sound minds and steady nerves are a primary requisite these days, teachers plan to promote good health practices via the medium of such democratic experiences as are exemplified in the following reports.

MAKING THE MOST OF ME

A busy principal ingeniously stimulated interest in health by combining health experiences in the classrooms with P. T. A. consideration of child health problems peculiar to his city today. Conferences with his teachers and the school nurse resulted in his listing various types of behavior, such as restlessness, fatigue, laxness in habits, and aggravated sensitivity to ailments like hay fever and asthma, which are likely to result from the over-stimulation to which children are at present subjected. Next he planned with the nurse and the P. T. A. president a program of study for the P. T. A. on the general theme of "Growth" to parallel the school's health unit, "Making the most of me". Parents studied such topics as Prevention of Disease, Activity and Rest, Cleanliness Habits, Sunshine and Fresh Air, Food and Water, and Health and Happiness while children were interested in recording weight and height, learning health poems, writing health plays, keeping health charts, and practising health habits at school and at home.

The program had a most favorable reaction in that it got the full support of the community; behavior problems and absence both showed a decrease. Moreover, parents became actively interested in preparing attractively wholesome meals, studying suitable children's clothing for rest and play, and promoting rest programs to the tangible extent of making rest pads for kindergartners.

In another school, in a district on a low economic level, children are keeping "All About Me" notebooks, the purpose of which is to stress adequate sleep and rest, careful selection of foods, and basic cleanliness. The books have such divisions as: "My Health House," "How Tall Am I", "My Spic and Span Chart", and "My Posture". Many attended meetings on health and voluntarily contacted teachers on pupils' individual problems.

THE ROOSTER BREAKFAST CLUB

Unique in its approach to and solution of a common health problem was "The Rooster Breakfast Club," organized in one classroom to meet the emergency resulting from the double sessions, one of which began at 8 o'clock. Suspecting that breakfasts were being slighted, the first session teacher was instrumental in the inauguration of a "Breakfast Club" among her children. Calling themselves the "Rooster Club", and wearing rooster badges the class members combined health and cleanliness inspections with discussion of proper and polite eating habits, menu planning, and methods of wording invitations, setting the table, and arranging flowers.

After partaking of a class-planned breakfast while conversing agreeably with one another, the club staged a broadcast, heralded by a rooster's crow. There were songs, poems, and instrumental numbers. The Rooster Club plans to meet monthly, an especially anticipated event being the Mothers' Day breakfast. The best of the four "Committees of Cooks" is to be given a gala breakfast by the other three as a climaxing event.

Making recipe books, writing invitations, discussing plans, and figuring the costs of their breakfasts provide English and arithmetic experiences for the club members in addition to those gained in healthful living.

WE WERE SO ALONE

Physical well-being must be accompanied by social and moral satisfaction if it is to be of any value, and wise teachers plan for experiences in the latter two whenever possible. A somewhat specialized example which serves to illustrate this point has to do with the plan made by the principal of a school for physically handicapped children, one of whom voiced the yearning felt by all when he said, "We were so alone at ——school."

This child and twenty to fifty others threatened with tuber-

culosis had been taken from their homes to recover their health. Deciding to bring the community to the children vicariously, the principal inaugurated activities which not only brought them social contacts but also enriched their language experiences. A few of these were: receiving semi-monthly visits from parents; writing of weekly cards home and of stories and articles for community and school papers (these articles were watched for and read by the parents); listening to weekly radio programs; writing fan letters, or sending for information offered and planning their own quiz programs and studio hours; using the telephone correctly to seek information from community agencies; and serving on a reception committee to introduce guests and orient new children.

Before the year had progressed very far, these young children forgot all about being so alone—they no longer were so.

EAT LESS PASTE

"Eat less paste," "Chew less rubber," "Make fewer gliders," have become the slogans of one school which is going "All-out" on a program of saving supplies. Faced with the necessity for economizing, the principal seized the opportunity which such a necessity offered to promote learning in a real situation. Using the patriotic motive, it was suggested to children that they devise ways in which saving of supplies could be effected. Some of the rooms, especially the sixth grades, went to work on the problem. An extended list of many ways to economize has been drawn up after much discussion and demonstration. Typical of the items included in the list are: (1) repair the pencil sharpener; (2) check the wastebasket before emptying it to save scissors, crayons and erasers, (3) salvage and use paper which has been used only on one side. These sixth graders are carrying their campaigns to the other rooms through reports, demonstrations, posters and dramatization. The principal reports a decrease of at least one-third in the demand for supplies by teachers.

SALVAGING ROOMS

A cooperative project of the pupils and teachers of the upper grades of — School is changing a room of a no longer needed building into a recreational reading room and reference workshop. Children are painting murals, hanging curtains, re-upholstering old chair frames salvaged from the community, making rugs, and building magazine racks and newspaper holders. The reading room is to be controlled by a committee composed of representatives from each of the rooms. They will make the policies by which each group will conform. There will be no direct supervision of the reading room—children will be able to come and spend a few minutes browsing, when their other work is completed. Initiative should be on the march.

III School-Community Relationships

Proceeding on the theory that children will more quickly and thoroughly acquire desirable attitudes if they correspond to current thought and action among the adults of the community, many principals are exerting special effort to make school activities community projects. Results are usually gratifying. For instance one principal writes:

TAKEN FOR A RIDE

We often hear of children "taking their parents for a ride" but this does not ordinarily happen at school. However, it did happen at one of the new schools in a defense housing unit in San Diego. The principal faced the fact that from one-half to two-thirds of the parents in the district were from outside of San Diego and many of them were in California for the first time. There was a job to do. These parents needed to become acquainted with each other, with the school, and with San Diego. Only in this way would they become a part of the group and be able to participate democratically in the problems of school and community. One sixth grade contributed to the solution of the problem by organizing an excursion for parents to the significant places in San Diego. Before acting as guides, the pupils felt the need to equip themselves with the necessary data. The ride was an enjoyable and profitable experience for both parents and pupils.

Other groups have contributed to the general problem of molding a community by holding individual "open houses"—and we mean just that. The school is housed in forty-three separate bungalows equipped with parlor, bedroom and sink—and also a gas range. This arrangement provided ideal facilities for entertaining.

While the school—and the community—are less than six months old, there is already a fine spirit of pride in "our" school.

MARY HAD A LITTLE GARDEN

In another community, which is of low economic status, homes are in poor condition, yards are dirty with few trees, shrubs, or plants of any kind. There are few, if any gardens that would contribute to the feeding of large families. As a part of a third grade class study of foods which could be grown in the city for home consumption, the teacher and class are planning to go out into the real situation and stimulate the cleaning up of the yards and the planting of gardens which will be of value to each family. The children will clean their own yards, till the soil, plant vegetables, and transplant other garden plants. This type of school-community relationship should be of value in raising the cleanliness standards as well as in providing an incentive for other families to become more self-sufficient.

LISTEN, MY CHILDREN

"Listen my children, and what do you hear? What? Why, 'Gang Busters', war reports, serials about modern Robin Hoods

and then it's time for bed," begins an elementary principal's report on how this particular problem was solved at her school. She continues:

Mrs. Anxious-for-the-Moment, who is a P. T. A. radio chairman, reports the details to her group, says wildly that something must be done about it and then relaxes. Her job for the month has been checked off.

Other parents heartily agree with Mrs. Radio Chairman, insisting that our harvest of children, when they become adolescents, will be a harvest of nervous wrecks.

"There must be something done," reiterates the principal of the "Keep 'Em Satisfied" school. In his wanderings he voices his concern to a fourth grade teacher particularly interested in music.

"There is something being done in our room and in most upper grade rooms in this building," she informs him. "Don't you remember our discussing one of my activities for National Education Week?"

Then follows an account of how the parents' being invited to school to listen with the children to the Standard School Broadcast, one program the children enjoyed to which parents need not say no, started an epidemic of music appreciation and enjoyment which had far reaching effects. Families listened to the broadcasts in the evening; children brought from home for class enjoyment records of works played over the Broadcasts; children gave reports on composers. This led to their planning an assembly program of music and reports for the whole school.

The writer concludes: "Nothing could be finer, in my mind, than to spread this contagious enjoyment throughout the school. The music appreciation radio listening periods are constructive things that we can and should encourage for the building of really good understanding and enjoyment of fine music."

All of the problems of democracy have not been solved, nor has democracy solved all of our problems, but the democratic way seems to be the only direction for free men to take. The best way is often the hard way. Those things for which we sacrifice have more meaning and value to us than those things for which we give up nothing. The American Way of Life has always been determined by frontiers, physical or social, which have required sacrifice. We are likely to continue building on frontiers, and, with such a destiny, planning is paramount. San Diego Elementary School Principals are endeavoring to meet the challenge.

Democracy at Work in a School Administration

By Research Committee Bakersfield Principals' Club

JOSEPHINE STONE

MATHILDA DAVY

CHARLES A. HOLDEN

SHELDON HOESSEL

Chairman: HERBERT L. BLACKBURN

✓ NOW, AS NEVER BEFORE, does the term, DEMOCRACY, have such significance and importance. An attempt to carry out its principles in the conduct of many enterprises has met with a reasonable amount of success.

Government knows that a satisfied people must have a voice in the making of all laws.

Business recognizes the importance of the participation of all persons concerned if reasonable gains are made.

The happiest homes are those in which all have a part in the making of the home.

Not the least of the organizations needing democratic administration are the schools. There are systems which are said to have democratic organizations, whereas, in reality, they are controlled by powerful heads. There are those who say that it is impossible to have democratically administered school systems—that it can't be done.

To prove that a democratic administration of school systems is possible, the Bakersfield School System, headed by Superintendent John L. Compton, is enjoying a democratic administration which is functioning to the complete satisfaction of all concerned. The following explanation of the plan will show why it has been successful; and it is hoped that its success will prove to be a challenge to other systems to follow.

The purpose of the plan was: A. To provide a recognized channel through which the problems of general concern to the teachers, principals, supervisors, and general administration officers could be presented to the superintendent and, if necessary and advisable, to the Board of Education. B. To provide better understanding among Teachers, Administrative Officers, and Members of the Board of Education with respect to the problems of the Bakersfield City Schools which affect the Teaching Staff or Principals.

In order effectively and efficiently to carry out these purposes three procedures had to be geared into the administrative machinery of the school system. First, there had to be definite provisions made for the group in the field confidently to present their problems to the administration. Next, it was necessary that these problems be openly studied by the group concerned or by a group of their own representatives. Finally, there had to be the assurance that the implications evolved from the cooperative study of these problems would be conscientiously

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acted upon by the proper authorities. The following outline of the organization of the plan demonstrates how these procedures were effectively established.

I. Organization

A. Teachers' Advisory Committee

1. Membership

a. Membership in the Teachers' Advisory Committee shall include representation from the following teachers' organizations:

1. California Teachers' Association
2. Bakersfield Teachers' Club
3. American Federation of Teachers
4. Men Teachers' Service Club

b. Representation on the Teachers' Advisory Committee from the above teachers' organizations shall be on the basis of one committee member for each one hundred members or fraction thereof in the organization.

2. Meetings: The Teachers' Advisory Committee shall meet with the Superintendent of Schools on the second and fourth Mondays of the school month from 4:00 to 5:00 P. M.

B. Principals' Advisory Committee

1. Membership—(Composed of five members of the Bakersfield Principals' Club)

Membership in the Principals' Advisory Committee shall be one principal from each of the four types of schools

- a. Class A—fifteen or more teachers
- b. Class B—over ten but less than fifteen teachers
- c. Class C—ten or less than ten teachers
- d. As the Junior High Schools as well as the elementary schools fall in the Class A group, there shall always be one Junior High School principal on the committee.
- e. The President of the Bakersfield Principals' Club shall automatically become a member.

2. Selection of representatives to the Principals' Advisory Committee

a. Representatives on the Principals' Advisory Committee shall be by election by the membership of the Bakersfield Principals' Club.

b. Membership on the Committee shall be for one semester unless re-elected.

3. Meetings: The Principals' Advisory Committee shall meet with the Superintendent of Schools on the first and third Mondays of the school month from 2:00 to 4:00 P. M.

II. Acceptable Procedure For The Teachers' Committee

A. Channel of Presentation of Problems Affecting Teachers:

Problems may be presented to the Teachers' Committee by

anyone of the teachers' organizations, by the Principals' Club, by Administrative Officers, or the Superintendent of Schools. When problems have thus been presented to the Teachers' Committee, the committee may, after carefully studying, accept or reject the problem for further consideration.

B. Acceptable Procedure for the Study of Problems

When a problem has been accepted for study by the Teachers' Committee it shall:

1. Formulate a clear and definite statement of the problem
2. Bring the problem to the attention of the Superintendent of Schools in committee meeting for discussion and clarification
3. Keep members of the respective teachers' organizations accurately informed of progress made
4. When solution to the problem is reached, members of the committee shall report such solution to the respective teachers' organizations for acceptance or rejection. If a solution is not reached the problem then may be brought to the attention of the Members of the Board of Education if necessary and advisable

III. Acceptable Procedures for The Principals' Advisory Committee

A. Channel of Presentation of Administrative Problems

Problems are to be presented to the Advisory Committee in one of two ways:

1. By members of the Advisory Committee
2. By the Superintendent or Assistant Superintendents

B. Acceptable Procedures for Study of Problems

1. When a problem has been presented the committee shall formulate a clear and definite statement of the problem
2. The committee shall then carry out a careful study of the problem through the following methods:
 - a. The Advisory Committee shall then review and discuss the problem thoroughly on the basis of all available data. (If necessary a sub-committee shall be appointed to gather further data)
 - b. Each principal, who is a member of the Advisory Committee, shall then meet with two or more designated principals who are not members of the committee and discuss the problem with them, thereby giving all principals an opportunity to express themselves on any given problem
 - c. The Advisory Committee shall then meet for a final discussion of the problem. Whenever the problem concerns an Assistant Superintendent he shall be asked to meet with the committee

- d. The committee shall keep all principals accurately informed of progress made
 - e. When the Advisory Committee has reached a decision as to the solution of the problem they shall make recommendations for the solution of the problem to the Superintendent
- C. Acceptable Procedures for Acting upon Advisory Committee Recommendations
- When the Advisory Committee has made recommendations to the Superintendent he may:
1. Accept the recommendation of the Committee and put the solution into effect unless the majority of the principals request that the committee reconsider its recommendation
 2. Refer the problem back to the committee for further study
 3. Veto the recommendation of the committee. The problem then may be brought to the attention of the Board of Education if necessary and advisable
 4. Whenever a solution or plan of any kind is accepted by the principals' group it then becomes mandatory that all principals cooperate to the fullest extent in carrying out the solution or plan whether or not they were originally in agreement with the adopted solution or plan.

It may readily be seen, in the plan, that the groups faced with problems take part in working out solutions to those problems with the administrative officers responsible for the required administrative action. The efficiency with which the plan has worked has definitely eliminated the three "bogy men" of administration: red tape, misunderstanding, and delay.

The Committees have functioned successfully for more than a year. Gradually the staff is realizing the tremendous privilege and responsibility which is theirs, each performing well his distinct part while loyally supporting his co-workers in the joint achievement of common purposes.



A class observing a rabbit brought into the classroom said these things:

"He wiggles his nose but not a snuffle sounds.

"He's soft—soft as baby feathers. He feels like fur puffing on my hand.

"His ears are slippery with hairs and pointy and pink inside—really pink.

"He has wet eyes.

"He hops with long pushy legs."—Stanton, *Childhood Education*, October, 1939.

The Opportunity for Teaching Democracy Through Pupil Government

MRS. ELSIE D. RUST
MRS. EDITH W. REED
MISS DORA POWELL
ALLEN W. BEACH
Palo Alto

ONE DAY last spring a refugee professor from Belgium visited an elementary school in California. After a tour through the building he arrived at the principal's office where the school council was in session. The visitor stayed to watch, fascinated, while the council went about its business in an orderly manner, discussing school problems, hearing committee reports, passing a simple regulation for the playground, bringing in a few children to be complimented for their good citizenship, and reprimanding a smaller number for not being such good citizens, and then dismissing itself in a business-like way.

The visitor was amazed, and turning to the principal, said, "I have never seen anything like this before in my life. It is no wonder that you in America are able to make your democracy work when you start by teaching elementary school children how to govern by themselves."

Perhaps the visitor might not have been so impressed if he had known that pupil government in our elementary schools is not a universal practice, or if he had realized how little interest many school people take in such attempts. But his remarks are significant. Particularly so, because, coming from a distant land, he could look upon our schools with considerable perspective. It causes one to wonder if we are fully utilizing an important opportunity to teach our children democratic living. Can we take democracy and the democratic way of life for granted? Does it grow of itself? Or is it something which we have to teach and let children have a chance to work with?

Children of elementary school age can learn how to conduct an orderly meeting, to allow each the opportunity to express his viewpoint, to stick to the business at hand, to work in committees and make reports, and to accept responsibility. These are some of the simple mechanics of government which we associate with democracy. It is not necessary—in fact it is hardly to be desired—that they be carried out with all the formality of Roberts' Rules of Order. The only opportunity many children will ever have to participate in any government before reaching adulthood will be in the elementary school. High schools are usually too large to give chances to many students. The opportunity is ours.

The elementary principal will find there are three kinds of situations for advantageously utilizing the pupil government idea. One is in the extra-curricular club, with the club leader as the sponsor. A

second is found in the classroom, where the regular teacher can offer a guiding hand, and a third is by means of a school council (or other similar organization) for the entire school. Because of the need to be brief this article will primarily be confined to the school council idea; the word council being used to mean any central school plan of pupil government. Many of the points mentioned may be applicable to the other two situations as well.

Pre-requisite to the success of any pupil government attempt is an understanding on the part of the principal and his staff that such a venture is not just another temporary enthusiasm. It is something which can be carried along from year to year. Sometimes it will prove an aid to the staff over and above its responsibilities, while at other times clear thinking and sustained effort will be necessary to keep it operating successfully. It can be, for the school, however, one of the most satisfying projects indulged in. The children like it. Teachers who work successfully with it do not want to be without it because it gives them so much help. The public is always interested.

It is not necessary to go into detail as to the types of organization which are possible. Suffice it to say that some very interesting set-ups have been developed. One school has what it calls a cabinet government. There is a president, who presides at cabinet meetings. The cabinet members are a secretary of state, secretary of safety, secretary of athletics, secretary of assemblies, etc. Each secretary is responsible for one school activity as indicated by his title. He may appoint deputies as needed to help carry out the functions of his department. All cabinet members meet together with a faculty sponsor to formulate policies.

Another school studied the city charter and then drew up a similar one to fit its own needs. Any good local, state, or national section of government may form an interesting basis for school government. Even a local board of education has been known to be the pattern for the pupil organization.

It would be our observation that for the elementary school, the student court is the set-up least likely to succeed. It is not a constructive type of organization. Nothing destroys the spirit of any government more quickly than to have its officers spend their time "tattling" or listening to complaints of fellow pupils. This is hardly the most important function of any government. All teachers as well as pupils should be aware of this.

Here are some suggestions which we believe will help make the school council successful.

- (1) **Dignity** is important. A formal election with registration of voters, election committee, secret ballot, and a formal acceptance of office before the entire school will help to give the council a good start. Children enjoy the formality, and rise to their best because of it.
- (2) A **long term task to work on** will keep the council on important business without allowing it time to delve into petty matters.

One council worked out a pupil handbook for its school. This took the best of its efforts for more than a semester. All of the pupils were delighted to receive copies and the council was proud of its work. Another council set about the task of improving the appearance of the school grounds. It instigated the planting of a lawn and shrubs and the erection of basketball goal posts, and it insisted that papers must not be allowed to litter the yard.

- (3) **Each member of the council needs to have a particular governmental responsibility** or to serve as a member of a committee having a special responsibility. One responsibility may be for the programs for assemblies. The council member (or committee) may help plan them, see that the room is prepared, participants notified, copies of the program distributed in advance to teachers, etc.

Another council member may head up the traffic patrol, and another be responsible for playground organization. The school library may be still one more responsibility.

- (4) **There must be a distinct understanding as to where the authority of the council begins and ends.** It must not conflict with teacher authority or custodial authority. There is a realm for each.
- (5) **It is suggested that as a rule, school council elections ought not to be held too frequently.** It takes a while for officers to become acquainted with their work, and the dignity of election is spoiled by overdoing it. (The reverse of this procedure may hold for classroom organizations, where one of the prime aims is to give as many as possible a chance to serve.)

The responsibility for encouraging school government rests primarily upon the principal's shoulders, and it is deserving of his consideration. It takes a certain amount of tinkering to keep it functioning. After the initial enthusiasm has passed some of the faults may begin to appear. Teachers sometimes become discouraged and feel that it is not worth the effort. The principal must be ready to stand by during these times of depression, and to help correct faults as they appear. If he and the sponsors will remember not to expect perfection, they will be better satisfied. Even adult government is far from ideal.

Pupil government will not be self-functioning. It needs adult guidance. There may be times when the sponsor will have to take over most of the planning and initiative to keep things running in order, but with other councils he must be ready to step into the background and let them function by themselves. Different groups will vary greatly as to their abilities to carry on self-government. All groups will profit by the experiences, if the counselor is sympathetic toward the idea.

In outline form, may we suggest some things to do, and some things to be careful about which may help the council function more smoothly.

To do:—

- a. Have something constructive to work on.

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- b. Have a very simple procedure for conducting meetings. Perhaps as follows:
 1. Chairman calls meeting to order.
 2. Secretary reads minutes (or calls roll, according to his ability).
 3. Reports of committees (These should be short; preferably in writing).
 4. Old business.
 5. New business.
 6. Adjournment (Let the chairman have the right to adjourn when the business is through).
- c. Keep the meeting on the point at hand.
- d. Keep the meeting orderly and dignified. Adjourn promptly. If necessary set a time limit.

Not to do:—

- a. Don't try to make school government too ideal or idealistic.
- b. Don't expect too much from the pupils.
- c. Don't try to "run" it yourself. You may be surprised—children's ideas are often as good as or better than those of adults.
- d. Don't let meetings become tattle-tale sessions. This is not the function of government.

May we repeat that some sort of pupil organization provides an excellent opportunity to acquaint children with one or more kinds of democratic procedures, and allows them the chance to practice in participating in governing themselves. Is not this same self-government a practical medium through which to teach democracy? Is it not our obligation to see that war-pressures for discipline and regimentation do not prevent this generation of children from having these opportunities to live democratically?



"When the military victory is achieved, as it will be, the fight will go on to make the outcome mean something in the actual lives of men, women, and children. In this tremendous program of winning, salvaging, and creating, the place of youth is paramount. Those who face machine guns in 1942 do not suddenly become a youth problem in 1945. In pre-Nazi Germany, youth were offered fine ideas and numerous outings. All that was not enough. Young people wanted work and they wanted to participate in the enthusiasm of reconstruction, but the old were beaten and discouraged. They had little to offer. The way was paved for the Nazi reign of terror. Let us hope that in America we shall have learned that idleness will bankrupt any community, that a weary, cynical resistance to the deep felt needs of youth will ruin any nation. The educators have a program for youth."

—George D. Stoddard, Dean, Graduate College, State University of Iowa.

Calimerica

EDITH FOX
Franklin School, Bakersfield

I HAVE BEEN SITTING here thinking about this possession of ours, this democracy whose gifts we Americans have accepted and used as a mere matter of course—until suddenly we find that they are in jeopardy! Then we awaken. All at once we look at our heritage with new eyes. We see it in all its significance and glory. Democracy!

In a world of autocracy, democracy was born. America had to become the mother of democracy—it couldn't be otherwise. For America was built and fed on the yearnings and hopes of countless refugees from a tyrannical world. "America" and "freedom" are synonymous words.

Our school system is the offspring of democracy. Today America speaks through her schools. The very fiber and blood stream of this system should be democracy.

Taking responsibility and making individual decisions belong to democratic living and are featured as good citizen qualities. The satisfaction of work well done comes especially after a successful project in team work—such as an original dramatization for Assembly. We have an expression for it. "I know what pleasure is, for I have done good work."

The Franklin fourth grade definitely believes in a government "by the people and for the people." We do not live in a bare room with four walls and five rows of seats. We live in a community—a little corner of America. "La Calimerica" is the only name for our classroom village that has been kept for two consecutive years. It is a happy blending of nation and state.

This village elects its own mayor, judge, street inspectors and council members. These officers help run La Calimerica as long as they satisfy the villagers. Should one betray his trust, another is chosen.

"Equal opportunity for all" is a slogan that has come down to us through the years as meaningful as when it was first coined back in that brave first strip of America lying along the Atlantic coast. Any boy or girl in La Calimerica is eligible to office—whether he's the child of a bank president or son of a cotton picker, whether he's a native Californian or a dark skinned Chinese.

Democracy itself came into being as an idea. There is nothing that releases the god-like qualities of a human being like creative expression. So in La Calimerica, an original idea is worth more than rubies. Poems, stories, plays, pictures, clay models, or an improved pencil sharpener, anything that arouses individual thinking has value in this village.

Sharing is a cornerstone of democracy. In La Calimerica, we sometimes work together on an idea. Our Victory mural in the main hall was the result of a community cooperation. The air-raid-rugs were first invented, then demonstrated, and later shared with the whole school.

Democracy is **unselfish**. When a fellow villager is out of school with the measles or mumps, the other citizens want to spread a little happiness by writing cheering letters to him. Incidentally this makes the technique of letter writing come alive. It gives a reason for the former drill on letter form.

The villagers learn through the study of history of the hardships and struggles that brought forth this democracy of America. They learn to accept hard work and even reverses as a challenge. Easy living does not make character.

Sincere patriotism is a thing of the heart—not a mere parade. Especially since America's entry into the war, our flag has become a more meaningful symbol. The salute to it now strikes deeper than ever before. Along with the rest of the nation, we are becoming emotionally aware of this most precious possession of ours—this democracy!

On the wall beside the flag, we have printed these simple proud words—"I Am an American!"



"As a worker and a citizen, everybody is asking, 'What can I do best to help win the war?' For most educators, the answer is three-fold: (a) to keep on doing our work but with increased reliability and efficiency; (b) to take on new wartime responsibilities that are a part of local, state, or national programs; and (c) to keep ourselves in good physical and mental health.

"Since I happen to be in the field of psychology, I decided to take a few minutes to make some remarks on the general subject of mental hygiene during this emergency. As we know, everyone is now in the defense effort—every parent, teacher, clerk, mechanic, farmer, laborer, or professional worker. What happens to our tough, young men on faraway fighting lines is being determined in Detroit and San Diego, Rock Island, Wichita, and Baltimore. Every person can add something crucial to the list of tasks that his regular job demands.

"For example, the thirteen million boys and girls in the Junior Red Cross are carrying on a dozen big enterprises in addition to standard schoolwork. In regard to the Red Cross, defense stamps and bonds, nutritional projects, child care, and Selective Service—every community is being organized to deliver maximum service. All this is familiar. It is no longer in the realm of pleasant pastime. The question is, that is the psychological question, How much can we do without breaking down?"—George D. Stoddard, Dean, Graduate College, State University of Iowa.

Learning Techniques for Democratic Living

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February 1, 1942

IN THESE DARK DAYS OF 1942 when the progress toward our democratic goals is threatened by powerful foreign adversaries and by faint-hearted supporters, it is indeed important that we teachers examine with peculiar thoroughness the process of learning which we are prescribing for our children. At such a critical time we must be sure that this educational experience is deliberately focused and actually used to develop in each boy or girl the fundamentals of cooperative thinking and doing. To include education for cooperative action as merely one among several important objectives may have been appropriate for the years when our democracy was growing and thriving while adventuring through the fields of individualistic freedom; but with American democracy engaged in a life and death struggle for survival we must choose between the more important and the less important values in education just as we must choose between the more important and the less important values in industrial production. In the schedule of educational priorities for 1942 and years immediately following it would seem to be quite clear that training for effective cooperative effort must head the list, and that all curricular offerings and teaching methods must be evaluated in terms of the contribution each makes to this vital objective.

Let us look at school experience from this point of view and consider some of the appropriate techniques which young children can begin learning under the deliberate guidance of their teachers. Of course many of such techniques are already overt or implicit outcomes of every good curriculum. Among those not so generally recognized I wish to stress first of all the technique of friendly, personal approach of one child to another. Among children, as among adults, there is great variance with respect to the use of this technique. We all know its importance in cooperative action. We are apt to think that doing some service for another person is the most important mode of friendly approach. It is an important way, but perhaps even more effective is giving attention to something the other person is saying or doing. I do not mean the courteous attention of a group to the person that is reciting, but rather the attentive interest which one child may be encouraged to show by talking with another about his drawing or his pets or his travel experience or any other truly interesting topic.

The teacher may teach this technique by example or by suggestion or by direct description. There will be a few children who will need no encouragement at all. There will be a few others who learn the technique of friendly approach with great difficulty. The in-between

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majority in a class group can be led to make significant progress in learning how to establish areas of sympathetic identification with a wide variety of fellow pupils. A teacher who is genuinely interested in building human beings for democratic participation will appraise each of her pupils in terms of this technique and will find ways to promote it. She will recognize that it is **not** taught when a pupil's work is subjected to public critical evaluation by the class, nor by exhorting restive children to listen to John while he reads. These practices may have other justification but they are no substitute for planned guidance in the practice of friendly personal approach.

A second technique which requires emphasis is that of **participation in group planning**. The need for this is widely recognized and every good teacher gives her pupils practice in it. Nevertheless its relative importance is not appreciated as it should be by either pupils, or teachers, or administrators. The shortcomings of grown-up men and women in making group planning effective indicate: (1) that it is a difficult technique to master, and (2) that our training in this technique was inadequate. Many individually successful adults scornfully reject it. Yet it is one of the main roots from which democracy grows.

Satisfying and effective participation in group planning cannot develop except through years of practice, and upon teachers, as well as upon parents, rests the responsibility for guiding young children toward its mastery. Many so-called "tools of learning" contribute to this complex technique. Critical thinking is essential. So are clear, concise verbal expression, understanding of quantitative relations, and the formulation of logical sequence. And to these must be added attitudes of patient self-control and tolerance. No doubt you can think of other ingredients, but the point I wish to emphasize here is that the technique of participation in democratic planning can only be learned by practice in group planning over a period of years. For young children the group must be very small, the problem very simple, and the adult contribution sufficient to avoid frustration. As children develop the group may be larger, but it is a common mistake to attempt group planning with a whole class before many of the pupils are ready for genuine participation in such a situation. The result of the latter procedure usually is that a few pupils who are most proficient in group planning dominate the conference, and those who most need practice in this technique actually get so little that they gradually cease trying to participate and go on to adult years inadequately equipped for this democratic function. Here again it is obviously the teacher's responsibility to appraise each child's stage of development in this technique and to manage the many possible experiential opportunities so that each pupil may have his fair share of appropriate practice.

A third group of techniques without which democratic living in America is impossible are those we may call **techniques of representing a group**. If you give this group a moment's thought you will recognize how widespread, how various, and how important these techniques are

in our American culture. You will see, also, that in any emergency which threatens our democracy, success or failure may depend not only upon the integrity of our representatives but also upon their efficiency in the techniques of representing. This holds true not only for those few whose names appear in the papers or who hold some office in our local, state, or national governmental structure. It applies to every committee member, to every delegate, to every officer of any organization, large or small, social, political, industrial, or professional, who is charged with the responsibility of carrying out any of the purposes of the particular group which he serves.

That they may be better able to discharge such responsibility effectively, children in our elementary schools must have frequent practice in formulating just what the group has asked them to do, in distinguishing between their own wishes and the group mandate, in formulating the when and how of their representative activity so that it will best serve the group purpose, in giving to the group clear and concise report of what has been done.

Obviously, many of the skills now learned in school will contribute to such techniques of representing a group. For the teacher I would wish to emphasize: (1) that these skills be consciously put together for practice in these particular settings, (2) that readiness for discharging more complex representative responsibilities cannot be expected unless there has been successful experience in the use of these techniques in simpler form, and (3) that every child should be given his fair share of opportunities to learn how to represent others.

The fourth set of techniques which I wish to discuss and which are most urgently needed in America from now on may be called **emergency techniques**, although that phrase does not completely cover them. Let me first give a concrete example and then discuss its illustrative features. In a large school in southern California, noted for the individual freedom which its pupils and teachers enjoy, the principal signaled for an air-raid drill and then for a fire drill. The whole procedure, involving about 2500 pupils and teachers, was completed in less than three minutes. During the drill there was literally no audible talking by pupils. A visitor from New York, who told me about this, was tremendously interested in how it had been achieved. Prior to the drill he had been going from room to room and had been amazed by the freedom of vocal expression which the teachers permitted. The place fairly buzzed with eager voices and yet there was no actual disorder. He asked the principal about it, and she brought in several members of the student council to answer. They thought it quite simple. In every class room separately and in student assemblies the details of air-raid drill procedure had been discussed by pupils and teachers, and the group decision had been reached that the rapid passage to allotted stations would be better accomplished in silence. They had agreed upon this and did it, and that was all there was to it. The principal smiled and sent the children back to their rooms. Then she pointed out to the visitor that actually the splendid emergency dis-

cipline which he had witnessed was but one of the results of certain techniques of democratic control which has been practised in that school for years.

You will note that the pupils gave up individual freedom for a limited time under special circumstances in accordance with a decision in which they had participated. This is, of course, the theory of obedience to law in the United States. But laws and governments are so impersonal and so complex that it is difficult for children to get any feeling of "team work" out of obedience to them unless they have practiced the techniques of self-control by mutual consent in simpler situations where the reasons are pretty obvious. In the situations which frequently occur at present when there is no law or precedent to cling to there is especial need for techniques of improvised team work in which we follow the signals.

I realize that parents and school traditions impose very real limits upon the opportunities for practice which teachers and principals can offer children in this area of emergency techniques. Nevertheless I feel certain that a good deal can be done if we recognize the peculiar need for such practice and take the children themselves into our confidence at the planning stage. To begin with, great care must be taken to select situations where the children can appreciate the reasons for conformity and which do not require immediate perfection of the self-control techniques involved.

Only as we give careful thought to this problem of appropriate democratic techniques and how they are learned can we guide the coming generation along the narrow pathway between the dangers of individualistic anarchy on the one hand and the threat of totalitarian tyranny on the other.

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Defending Democracy in School

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NOW THAT SCIENCE has created a world in which nations and individuals can no longer act without regard for the welfare of other nations and individuals, it becomes essential to evaluate educational practice, to redefine the characteristics of the educated man and to examine the methods by which education may hope to serve a world newly rededicated to the survival of Democracy.

The need for specific training in self-discipline and responsibility to the group was expressed by the Educational Policies Commission of the N. E. A. as follows: "Democracy exists only in the patterns of behaviour, feeling and thought of a people . . ." The doctrine that children will learn these ways if left to themselves is as unsound as the thought that they would master geometry without the help of their elders.

Sixth Graders Use Democracy

A class of eleven and twelve-year-olds was organized for experience in democratic living as the result of their concern with problems connected with the acquisition, distribution and conservation of materials used in carrying on the group enterprise of life in the sixth grade. They asked and experimented with solutions to such questions as:

What kind and how many pencils, papers, books do we need?

How do we get them?

How shall we manage their distribution?

What is our responsibility in caring for them?

How does our municipal government or national government solve similar problems?

Loyalty to the group results from the cooperative solution of problems. Unsocial behaviour cannot persist in a situation where all members feel that they are vitally responsible for the successful outcome of the group enterprise. Friendly discussion of individual behaviour problems almost always takes the form of constructive criticism and a socially acceptable method of solving the problem. Such group activity is not, however, a cure-all for social ills. As in an adult society some individuals do not respond to group assistance, so protracted persuasion in accordance with democratic principles must be supplemented with more drastic consequences if the group is to be protected from unjustifiable loss of time. The group, however, recognizes that justice has been served when a child has been given several chances and has failed to take advantage of them.

Decide to Dramatize Democracy

In such a functional manner the sixth grade children became aware of the effectiveness of cooperative methods of solving problems which

concerned all members of a group. They soon realized that the techniques they were acquiring made it possible for them to live a very different and far more satisfactory sort of life from that which they observed about them. The very nature of their experience made them the sort of people who would wish to share with others. They became crusaders for the democratic way of life. It was an easy thing to do once they learned the trick of talking things over with people in a friendly straightforward fashion. They decided to show other people the things they had learned by acting them out and showing how the democratic way of life would work at home, on the streets, on the playground and in the schoolroom.

Individual children suggested situations which would illustrate the ideas which they wished to convey. They chanced to discover the device of contrasting events as they are commonly found in life with the same situations as they could be controlled by using democratic practices. Through informal conversation a framework of action was developed and written up in the form of a tentative script. People volunteered or were chosen to act out the various parts, and dialogue was improvised freely by the actors or suggested by the class.

In this manner they created one play about a Jewish family in a "dictator land" that finally "found freedom and happiness in a democratic land with the democratic boys and girls of America."

A second play showing the functioning of democratic practices among the members of one family, brought many a sigh from the fathers in the audience. But they did not miss the point that each member of the family must share in the responsibility of making the ship sail smoothly. A rich Mexican accent did not in the least impair the realism of the role of the father, too engrossed in reading world affairs to help mother with the dishes, when he commented, "I tell you, we gots to defend our democracy. That guy, Hitler, he says democracy won't work. Huh! He gots his nerves. He can't tell us!"

In their play about democracy on the school grounds the children had a fine opportunity to prove that intelligent group action is effective in modifying individualistic behaviour. The boy who sat idly on the bench and refused to help the children clean up the lunch papers, saying, "I don't own the yard", had a chance to wonder about the wisdom of such action when he was told, "I'm sorry, Bob, we can't choose you for our team. You said that you don't own the yard, so I guess you can't play on it."

A supervisor remarked on seeing the fourth play, about democracy in the classroom, that the home and the school are the last outposts of autocracy in the United States. We had some misgivings about presenting the play to a group of teachers, but were assured that no one with a sense of humor could object to plump little Rosie's impersonation of the prim but positive school teacher who knew all the answers, but told none of them because, "We are not discussing that now".

The audience had the opportunity to witness an actual demonstra-

tion of the functioning of techniques for solving various types of problems when the class presented a scene in a democratic classroom.

Betty's closing remark was, "We have shown you some of the problems we had to solve to make democracy work. We hope that if you have problems like these you will try democracy. I'm sure you too will find that it works."

The children realize, as we must, that there is no royal road to democracy. Like Christianity, it is a way of life which requires much hard work and devotion, and like Christianity, it has not been tried out very widely; consequently we have much to learn about it. We shall have to learn it for ourselves, through our own efforts.

An appreciative member of the audience stopped Paul on the way out and complimented him on the way he had played Bob, the individualist. Paul looked surprised and said, "It wasn't me. I couldn't 'a' done anything without the class." Paul did not have to draw on his imagination to play the part of Bob. He was the only son of a doting mother and had suffered many growing pains in reaching a standard of behaviour acceptable to the class. His comment amazed the teacher.

At the present time we are absorbed with the practical problems of winning a war. It seems most essential that we do not lose sight of the objectives for which we are fighting the war. Unless we realize the danger of carelessness in maintaining democratic procedures, we may find that the cause for which we have sacrificed so much has been lost at home. Our business in school is not only to meet the emergency and meet it well, but to show our children that democracy is a way of living together; that it is worth fighting for.



Morale may win the war. And what is morale but good steady nerves, a clarity of purpose, a determination to preserve our basic pattern of life, a conviction of our ability ultimately to win in this gigantic struggle. Nerves alone will not win the war, but we have come increasingly to see their importance as we have analyzed the effects of months of the 'war of nerves' upon armed forces and civilian populations alike.

The enemy techniques exposed during the last two years reveal that they employ a knowledge of human nerves which might have been borrowed from years of psychologic study—and in fact has been. Psychiatrists have used that knowledge to heal sick nerves; the fascists use it to create panic, confusion, destruction. If nerves, then, can either make or break morale, it becomes the duty of every one to understand as fully as possible the role that they play in our immediate, everyday life.—From "The War and Nerves," Theophile Raphael, M. D., *Kiwanis Magazine*, May, 1942.

Education for Inter-American Friendship

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EVENTS IN RECENT MONTHS have focused the attention of educators at all levels of the public school system upon new responsibilities. Vocational departments of secondary schools are operating on a twenty-four hour basis to prepare trained workers for the defense industries. Tasks in civilian defense, in first aid, in nutrition education, and countless other specific new needs tap resources in personnel and energy. Important and time-consuming as all these responsibilities are, teachers have been challenged to render another defense service of tremendous significance not only one which contributes to the war-time effort, but one which will have immeasurable influence on the quality of the peace achieved after the war.

In many of his messages, the President of the United States, Franklin D. Roosevelt, has enunciated the "good neighbor policy." Pursuant to this policy many notable events are recorded in recent history. The marines were withdrawn from Haiti. The right of intervention in Cuba was renounced. At the Montevideo conference of 1933, a convention was signed condemning intervention in the internal and external affairs of other nations. New treaties have been negotiated with Panama renouncing rights to intervene. Trade agreements have operated to reduce unjustifiable tariff barriers. In the 1936 conference at Buenos Aires, mechanism was perfected for avoidance and settlement of inter-American disputes. The Rio de Janeiro conference of 1942 reaffirmed the unity of the Western Hemisphere in matters of foreign aggression.

The policy of the United States has been moving in three general directions. First, effort has been directed to the removal of political barriers. Respect for the rights and sovereignty of all American nations has been affirmed, and the privilege of military occupation and intervention has been renounced. Secondly, great progress has been made toward the removal of economic barriers by means of lower tariffs which have tended to increase the economic and social stability within the Latin-American nations, to promote political stability, and to stimulate trade. The Hull Reciprocal Trade treaties have emphasized the value of sound economic relationship in the Americas and the mutual benefits to be derived from the free flow of trade. The third aspect of the good neighbor policy, the removal of cultural barriers, is a direct challenge to the schools of the United States. The need of a strong, cohesive unity resulting from cultural understanding and appreciation is of equal importance with political and economic relationships. In fact, any truly sound and permanent inter-American rela-

tionship of a political or economic nature must have as a basis mutual respect and understanding of the various cultures involved.

The United States Office of Education is providing leadership in "the development of more effective plans and practices for the encouragement through organized education of understanding and appreciation of the other American republics" to quote United States Commissioner of Education, John W. Studebaker. That the task is not an easy one was pointed out in *For These Americas*, a publication of the Educational Policies Commission, in these words:

To believe that the development of a spirit of inter-American friendship is easy would be to betray a remarkable naiveté. It is a hard task. It is one which men have often tried and have often failed to carry out. Today it is, furthermore, one which runs counter to the weight of the world's inclinations. There are tremendous obstacles to overcome in the way of cultural, political, social, economic, and racial differences. Sometimes these obstacles seem insurmountable, but they are not really so. They are merely difficult to overcome, but they can be overcome by people who are not afraid of hard jobs.

And the Americans are not afraid of hard jobs. They have done them before, they do them today, and they will do them in the future. From Nome to Tierra del Fuego, they have looked at jobs that could not be done, and then they have done them.

To build the first international union that will last, that will stand against all storms, is a job that can be done.

Give the people of the Americas a little time, and a little place to stand on the sure foundation of a purposeful education, and they will move the New World into an enduring union of friendly nations.

That is the service to which every teacher in the Americas is called. Teachers in the United States who have long been privileged to work as a part of a stable and nation-wide program of public education have profound responsibility to contribute to inter-American friendship and understanding. No man or woman of good will can fail to see in this challenge an opportunity for vital contribution to the defense of democracy.

The United States Office of Education has recently published *Inter-American Friendship Through the Schools*, Bulletin 1941, Number 10, which sets forth what is now being done in the schools of the United States. The Division of Library Service of the United States Office of Education has help for teachers in the form of bibliographies and exhibits. The Information Exchange Service of the national office has collections of pamphlet materials which can be secured on loan. The Pan American Union, Washington, D. C., is a rich resource of information and materials on the other American republics.

No one who has examined courses of study for the elementary schools of the United States will deny that our southern neighbors have been neglected from the point of view of emphasis given to Central and South America. No one cognizant of present world conditions will consider it unwise to proceed with alacrity to examine existing educational programs and give proper emphasis to the Western Hemisphere.

The other day someone inquired facetiously, "Why the sudden interest in South America?" Why, indeed! Because Natal in Brazil is 1860 miles from Dakar in Africa—less than ten hours by air? Because the press of the country has frequently characterized Dakar the "bridge-head from Europe to the Western Hemisphere"? Because the importance of South America is at last recognized as the source of strategic war materials? Because there has been steady infiltration into the population of Latin America on the part of the totalitarian nations of Europe for purposes of acculturation? To some extent, certainly, but perhaps more because we have seen the possibility of building in the Western Hemisphere, the nucleus for a commonwealth of friendly nations which will guarantee the peace of the world.

What can the elementary school do? Basically, elementary schools can provide equality of educational opportunity for those children whose cultural background is Latin American. Thousands of children of Mexican parentage, who by reason of birth are citizens of the United States, are enrolled in our schools, particularly in the schools of the Southwest. Many devoted teachers are working day by day to give these children experiences which will make them more socially competent and make living a richer experience for them. But these teachers need the support of entire school systems and communities in their efforts to build intercultural understanding and good will. Latin Americans will have little confidence in our friendly overtures while the people of their culture suffer from exclusion, discrimination, and lack of opportunity as members of our society. Tolerance, like charity, begins at home. In spite of all the efforts of socially-minded teachers, the lot of members of minority groups is still hard in most communities. The problem of the teacher in our schools is to help children to respect ability regardless of race, color, or social status. Segregation in our schools whether frankly made because of racial bias, or concealed behind a program of district gerrymandering prevents the acculturation of new Americans and denies to all the experiences which provide the basis for genuine tolerance.

In all the schools of the United States much more could be done to help children to understand and to appreciate the culture of the other American republics. Many schools provide opportunity for children in the lower grades to make a study of primitive life in North America. Usually the purpose of such a study is to help children to understand how man has made simple manipulative adjustment to his environment; how man, with his hands and the simple tools he has evolved, was able to make his environment satisfy his basic human needs. Many educators believe that such an experience provides an excellent basis of contrast and comparison with the scientific and technological adaptations which characterize contemporary life. In the schools where the values of such a study are recognized, such a study might include consideration of Aztec, Toltec, Mayan, or Inca civilization. Children could be helped to see that many primitive people in all parts of the Western Hemisphere had developed a high degree of civilization before the coming of the European.

Children in the middle grades have evidenced great interest in the life of the rubber-gatherers of the Amazon Valley, of the gauchos of the Argentine pampas, of the miners in the Bolivian highlands, and of the people of Mexico. All of these studies help children to understand how man has learned to adapt himself to various geographic conditions, and incidentally build appreciation of the amazing diversity in climate, topography, and culture represented in Latin America.

Our history textbooks have long given a distorted idea of various periods in history. Many children reading our textbooks have little appreciation of the fact that discovery and exploration occurred simultaneously in the Americas. Many of our children no doubt believe that the period of colonization was represented by the activities of a handful of hardy souls along the Atlantic seaboard, little realizing that extensive colonization was carried on by Spanish colonists in South America, Central America, and our own West. How much richer and how much more historically authentic a perspective would be gained by children who studied the entire colonial development of the New World.

A similar perspective on the study of the American Revolution would result from recognizing in this individual instance an expression of political theory enunciated by the eighteenth century philosophers. How many children in our schools realize that within three or four decades these ideas have been expressed in the freeing from European domination of every South American country.

Many of the areas of experience ordinarily explored in the upper grades of the elementary school might have a similar hemispheric rather than narrowly continental or nationalistic orientation. World trade, studied from the point of view of what is happening in the world today, will inevitably carry to South American ports the products of our factories and carry back the products of the jungle, the mine, and the plantation. Studies of transportation and communication, and all studies, such as lumbering, mining, cattle raising, and farming, which relate to how man earns a living, will be enriched if compared with such activities by our southern neighbors.

In numerous other relationships, instructional materials can help children gain insight into the lives and problems confronting our fellow Americans. An increasing number of delightful children's stories are being published. Through their library reading, children can deepen their understanding of the other Americas. Songs and dances of the Latin-American people are an unending joy to children and provide the material for colorful pageants, programs, and festivals. Indian design and crafts, and all forms of Latin-American art can receive increased emphasis in our school programs. Science content is implicit in all studies of the life of Latin America. The effect of geography upon the lives of people is nowhere better portrayed than in America South.

The teachers in the United States can make a dynamic contribution

to the policy which President Roosevelt enunciated in his inaugural address when he dedicated this nation "to the policy of the good neighbor—the neighbor who resolutely respects himself and, because he does so, respects the rights of others—the neighbor who respects his obligations and respects the sanctity of his agreements in and with a world of neighbors." The teachers more than any other group in American society can build attitudes of mutual respect and tolerant understanding. To the teachers of the United States who sincerely do their part in building such attitudes, there will attach no suspicion of commercial motive. Teachers in a democracy are largely motivated by altruistic purposes. Education in the United States can contribute dynamically to the building of hemispheric friendship on the imperishable foundation of sincerity and good will.



"As the slang goes, how much can we take? Long before the Maginot Line was broken, France gave in at the head and at the heart. Everybody knows and is astonished that no amount of bloodshed and misery seems to ruin the Russians or the Chinese. These differences that loom so large in a nation are developed from the smallest unit, the individual person. What he wants for his family, for his country, for his way of living, and how badly he wants it, will decide, in the long run, how strong will be the resistance to an alien conqueror.

"In the last war we heard much of shell shock. Today the term is seldom used, and for a good reason. It has nothing much to do with shelling, but can afflict any person who is afraid anywhere, under any circumstances. It is a type of neurosis or psychosis that can afflict populations about to be bombed or troops getting ready for action. Communities can catch this ailment and, when they do, they become frightened and vulnerable. They seek a scapegoat, somebody to blame for the terrible mess we are in.

"How can we keep mentally healthy in such an abnormal world? Our wealth is being destroyed. Peacetime practices are disturbed, and a fine generation of boys is subjected to terrible danger. The populations of whole cities may be ruthlessly bombed. Even those who escape all this directly will have close relatives and friends exposed to the danger. Everybody will lose.

"The answer lies in the facing of reality. The decision to fight has been made, and not by any single person or political party. The decision to win is ours, and it is unshakeable. There is no use going over those matters. To do so creates misery and anxiety. Many other decisions are out of our hands. What to purchase, what to do, and how much to pay—we can worry less and less about such things. But the main responsibility is not passed on to others; it lies within ourselves.

"By answering a few questions we can check on where we stand. For example, 'Have I put aside all questions that are not mine to answer?' Let us stop worrying about military strategy. 'Is my work essential to the emergency? Am I doing it well?' Let us keep our homes, farms, offices, factories, schools, and social centers in good order."—George D. Stoddard, University of Iowa.

How Does Your School Look?

H. E. WINTERSTEIN

Principal, Arden Elementary School

JAMES R. COWAN

Principal, Arcade Elementary School

Sacramento County, California

THEY STOOD in the principal's office that morning. The neatly dressed, attractive young mother held her small son by the hand. The principal came forward to greet them; the little lad's eager face and eyes smiling at the one who was to be—his principal.

"I'm so happy Billy will go to this school. My husband and I drove by the school yesterday evening, and we were both delighted, such a lovely building and the grounds and trees. They are so beautiful and well-kept. This community must be very proud of its school. We've heard, too, what a fine school it is and we are both very sure Billy will be happy here and do well in his work."

Thus, Billy began his work and play in the new school—his new home for more than one-third of his waking hours.

Is This Your School?

Could this have been your school? Such incidents have really occurred and are the experiences of many school principals far and wide. Unfortunately, such happy ones could not have happened in scores of schools in California.

California is a state noted everywhere for its beauty, its magnificent diversity of enterprise, its glamorous attraction to its visitors. Every city has its parks, its public buildings—modern streamlined wonders of architectural beauty, unsurpassed anywhere. In no place in America are found more beautiful parks and artistically landscaped public buildings than in California. Still, in rural areas especially, the public school is often the most unattractive public place in the entire community. Yet, because it is a public school it is most often the pride of the entire community. How often have local boosters and chamber of commerce officials boasted, "And, this is our public school—one of the best!" American communities, large and small, still cling proudly to the school as one of the most democratic of all institutions in America. Though it may rest unglamorously atop a wind-blown and weed-infested, lonely hill, dismal and forgotten; pleading for a new coat of paint, a new window, a new porch, a companionable tree near the front door, or a little bright-green shrub to lessen that forgotten feeling, it is still our pride. True, this is a picture of the average one-room school, of which there are still hundreds in California. However, it is sometimes the picture of a large school. Someone has been a poor provider in a land of plenty.

The Public Always Sees the Outside, Seldom the Inside of Your School

We must grant first of all, that schools exist because there are chil-

dren. Generous parents provide them for the sole purpose of training their young people in the ways and manners of a democratic state—for no greater reason. A child growing up is a creature of beauty possessed of a soul appreciative of the beauties about him. Let him go to work and play in a house beautiful, not only within but without. Amid pleasant surroundings he is at peace and his efforts will be great and his learnings the finest.

The average parent sees very little of the actual work in the classroom, but he does see the school yard, and he knows whether it is attractive and well-kept—whether the building is painted, modern and safe for his children. An unattractive school plant begets an unattractive and inadequate school program. A well-kept, attractive, modern school plant means an excellent school, good teachers and rich opportunities for his children. The average mother and father believes this. Perhaps it is so, perhaps it is not.

Who Is Responsible for a Well-Kept School?

Communities entrust the competent operation of their schools to their selected fellow men, the trustees or members of the board of education. These people in turn appoint a superintendent, or a principal, charging this person with complete responsibility for the operation of the school. If such an individual is trained adequately for his work, he is an expert in the business of education. Of course, he is expected to oversee the proper functioning of the school, and to foresee that which should be done. In this latter capacity he acts as an expert adviser to his board of trustees. How the school looks inside and outside is the principal's responsibility.

The Unattractive School—What Can be Done About It?

Many principals during the past few years have seized the opportunities presented by the Federal government in the form of labor and materials supplied by the Works Projects Administration to improve their school grounds and playgrounds. Hundreds of California principals have encouraged their boards to accept government aid for the general improvement of school facilities such as: the regrading, surfacing and landscaping the grounds, the seeding of new lawns, building concrete curbing, playground courts, drinking fountains, fences, and even new buildings, such as shops and gymnasiums. Much of this work was done at very little cost to the school district. However, due to changed conditions, such assistance is no longer available.

Nevertheless, the principal who is interested in the whole school, inside and outside, still has many opportunities to make his school the attractive public place it should be. In fact, the opportunities may even be greater when viewed from the standpoint of the democratic growth in children. With the aid of his teachers, he may organize the pupils of his school into a program making for the development and beautification of the school grounds. The stirring of enthusiasm among pupils will arouse student organizations into action. Likewise, interest can be injected into class work. For example, art classes can be urged

to map and propose changes; Physical education classes may also submit proposals for additions to playground facilities; while classes in woodwork can actually carry out the suggestions.

When the planning enthusiasm for such a beautification program has been thoroughly aroused among pupils both large and small, interest in the plan will be rife in the community. Donations of materials will come from friends of the school, parents, and trustees and even organizations within the community will offer material aid and labor for the project, if needed. A school with which the writers are familiar was recently given twenty-seven young trees. No doubt, such generosity has been experienced by many other schools in the state.

Portions of the school day or even an entire day, on occasions, if carefully planned, may be wisely devoted to the planting and shaping of the yard. Very often a ceremony participated in by school trustees, community leaders, and student officials will enliven the spirit of the occasion. Classes in English can contribute pointedly here. These classes may write original compositions to be read, either during a planting ceremony or during student meetings, in which plans for the project are being discussed. The lovely poem "Trees", may be recited during a planting ceremony. Thus, real organization coupled with sincere enthusiasm on the part of the principal and interested faculty members, may create amazing results. Children will pitch in with shovels, hoes, rakes and hammers, and produce in an extremely short time, a first rate job, that will surprise their elders.

Children cannot tolerate effort that is apparently meaningless to them. They have no interest in work in which tangible results are not evident. But, when they see, as the product of their own labor, a schoolyard blooming in its new-found beauty, they are satisfied and happy with themselves, their school and their teachers. Here is accomplishment. Furthermore they will take pride in keeping it always fresh, clean, and attractive.

Defense Gardens

In recent weeks, our government has been urging everyone to grow a home garden—why not the school, too? Here again is opportunity for children to participate in the larger program of democracy of their country. Let's start a school garden in that little nook tucked away over there in the corner of the yard. Here is a project useful economically, patriotically, and esthetically. School pupils have all the ability necessary. They need only our interest in them and our sustained enthusiasm to keep them striving forward in any endeavor they undertake.

The school is truly a community of living, bubbling, effervescent, willing workers in the most truly democratic state on the face of the earth. Let us permit this enthusiasm to live outside the school building just as richly and profoundly as we strive for it to live outside.

As Ye Sow

LEO. B HART
Superintendent of Schools,
Kern County

OUT OF THE EAST came a mighty flood of America's children. Tired, hungry, ill-clad children, products of the drought that drove their parents from the dusty plains, westward over mountain and desert to California in search of a land that would give life and opportunity to them and their little ones.

Endless days and weeks were spent, sleeping on ditch banks, huddled around camp fires, shoved into filthy sheds that reeked with musty odors and the stench of decaying foodstuffs and unsanitary waste.

Weeks of labor in the boiling sun. Hot, sultry, sleepless nights, only to await the dawn, then into the fields with droves of their kind.

Thus the migrants moved about the valley unwelcome and unwanted, but their labors were needed for every crop. Like a wandering tribe they roamed from camp to camp, from harvest to harvest, with the seasons.

District schools everywhere were crowded. Special rooms, old condemned buildings, long out of use, were hurriedly put in shape for the migrants. Old desks were dragged from garret and storeroom for the new comers. New desks for the local children. Over and over the same scene until it became the commonplace thing to see the pale, drawn faces, the dirty hands, the scraggly, uncombed hair and the ill-fitting and worn out clothes. Little feet were tough, and brown, and dirty, and accustomed to the frosty earth that bit and stung.

After months of lost schooling, months of humiliation and embarrassment for a band of helpless youngsters, great camps were built throughout the valley. Rent was cheap, accommodations were clean and wholesome. There was a chance to live again like human beings. Utility buildings provided washing machines, ironing boards, toilets and showers. There was running hot and cold water for everyone. The recreation hall provided a meeting place for the camp folks, a hall for plays and dances and every kind of wholesome entertainment, and a place to worship.

The management of the camps was friendly, courteous, and helpful. Words of encouragement and help in finding work gave these wanderers a lift when sadly needed. The cooperative store supplied the wants of the campers at a minimum cost.

From such a camp our Arvin Federal School draws its one hundred and seventy-five students, as fine a group of boys and girls as you can find in any of our public schools, courteous, friendly, polite, happy children. They are proud of their school for the opportunities it gives them, for the atmosphere of helpfulness, of cleanliness, and love that emanates from every classroom and directs every activity.

Their seven teachers are of the chosen few, a selected group espe-

cially trained and temperamentally adapted to the work they have to do. They are specialists in educational fields of instruction essential to a complete and practical preparation for an active and productive life. In this school manners, morals, etiquette, and health are major objectives. The trades and vocations, too, receive their full share of the students' time and attention. Music, dramatics, corrective speech and speech arts, sewing, cooking, weaving, painting, clay, wood working, carpentering, plumbing, electrical wiring, farming, recreation, and counseling are activities that make up the daily routine.

Every classroom is a workshop. In each are tools for all of the manual arts—saws, hammers, screw drivers, braces and bits, rules, squares, and chisels.

As we enter the room, a group of youngsters is seated in a semi-circle around the teacher. She looks up, and nods and smiles, and goes on with her work. A couple of youngsters leave their desks, greet us with a welcoming smile, and bring us chairs. Groups of children, all apparently of the same age, are working on different activities. Some are cutting pigs, chickens, cows, horses, and sheep out of three-ply to take their places in the barnyard already fenced in the area at the front of the room. The house, silo, barn, and machine sheds are all in place, giving a very definite impression that this is a unit on rural life. Some of the youngsters are making clay models of animals, trees, and trinkets; some are painting; and others are busy writing stories, which we learn have to do with this dairy project. The walls are lined with poster boards on which pictures tell the story of the dairy business. There seems to be great interest here, and everything is orderly and business like. The atmosphere gives one the sense of freedom of action with a definiteness of purpose.

These rooms now light, airy and spacious, with worlds of cabinet and cupboard space, provide a cheery environment. The long work bench with sink, faucet, and drinking fountain are features of each of the seven temporary frame buildings that house this emergency school.

The doctor and nurse from the public health department of the county have given each child a complete physical examination and have received the full cooperation of the mothers who came from the camp to be present to get instructions on the care of their little ones, so many of whom are suffering the penalties of malnutrition and neglect.

In the health room, with its full celloglass front making it light and warm, a dozen cots are utilized throughout the day in order that a hundred children may receive the period of rest so sorely needed.

A temporary classroom has been converted into a lovely and attractive cafeteria, where a hot breakfast and lunch is available to every child for a maximum charge of three cents. The food supply is provided by the surplus commodities and augmented by the donations of a group of public spirited young women in a southern California city who visit the camp frequently and believe in the value of the work

being done. The three cooks are provided by the W. P. A. The kitchen is roomy and equipped with a fine new stove, electric refrigerator, a plentiful supply of cooking utensils, dishes, and cupboard space. It is unique in that it was once just empty space that separated two of the classroom buildings, but by utilizing adobe walls in front and rear, a wood floor and a roof and ceiling, this waste space became an efficiently arranged kitchen from whence meals are served through openings cut in the end of the classroom that is now the cafeteria. Such is the ingenuity of those charged with the running of this novel school. The boys enjoy farm life in the open. With a new garden tractor they plowed and prepared two acres of ground for the planting of potatoes, a crop which will net them a nice return and fill the coffers of their cafeteria fund. Fruit trees and berry bushes are being planted. Harvest will follow harvest, and, with good luck, the labors of these young migrant lads will not only bring them a knowledge of farming in this valley, but will point the way to better living for them as they leave to make their way after graduation.

A grove of shade trees and decorative shrubs is in its second year of growth. This provides a laboratory in horticulture and landscaping, and these migrant boys will soon be adding a touch of beauty to outlying district school yards through a free landscape service they contemplate with pleasure and no small degree of pride.

Two box cars and a "lean-to" annex are being converted into a five room cottage which is to be the center of home making activities for the girls. One maintenance man works steadily on the job assisted every afternoon for two hours by a group of boys from the shop classes. This project provides the boys with training in electric wiring, plumbing, and carpentering, while the girls share in planning, designing, decorating and furnishing. The cottage with its living room, bedroom, bath, dining room, and kitchen, fills a real need in the all important business of teaching the art of home making and management to these young people.

Youngsters who come to this school are not always ready for polite society, but it takes but a few days for them to catch the spirit that pervades the school. Last year the teachers' registers showed a total enrollment of a hundred and forty-five pupils per teacher. Classes vary from twenty to forty during the years with a growing tendency on the part of parents to become permanent residents of the camp. The children are happy here. They want to stay, and we want them to stay for we like them. There is no group in the county that is happier, more appreciative, or more polite than these boys and girls at Arvin Federal School. Discipline cases are rare. Property and individual rights are respected.

Teachers and pupils here are sharing in a truly wonderful experience in democratic living.

PART FOUR

**Special Tensions of
Teachers and Children . . .
How to Guide and Use Them**



"A tension properly directed brings release and power for victory"

EDITORIAL COMMENT

TENSIONS, HOW TO RECOGNIZE THEM AND USE THEM

Seven committees responded to the invitation of the Editorial staff to participate in discussions upon the topic of, "Tensions, How to Recognize Them and Use Them." The personnel of these committees are as follows:

Yolo County: Mrs. Bessie Dyer, Knights Landing; John Clayton, Winters; Miss Anne Hospers, Director of Curriculum, Yolo County; Elwyn Gallagher, Bryte (Chairman).

Compton: Mrs. Susan Hedrick, Mr. Roy Hall, Mr. Henry McKay, Mrs. Ruth B. Lefever (Chairman).

San Diego: Mrs. Maude McKim, Loma Portal; Mrs. Ellen Breen, Kit Carson; Nathan Naiman, Fremont; Peter Snyder, Washington; Mrs. Marjorie Baxter, Loma Portal; Jack Stone, Cabrillo; Henry Molino, Mission Beach; Jay D. Connors, Assistant Supt. (Chairman); Gordon K. Stevenson, Cabrillo.

Sacramento: Roy E. Learned, Washington; Adin Henderson, American Legion; Dana Frame, Bret Harte; Edward Kaler, John Muir; William Howe, Coloma; Albert Sessarego, William Land (Chairman).

San Diego: Miss Martha Nye, Stockton; Fred Butzine, Brooklyn; George Nagle, Valley View; Mrs. Ida Burkett, Sunshine (Chairman).

Sacramento: Mrs. Aimee Lindsay, Jefferson; Miss Emma Von Hatton, Marshall; Harold Spencer, Newton Booth; Spence Amick, Sierra; F. B. Smith, El Dorado (Chairman).

Southern Section: Miriam Spreng, visiting teacher, San Diego; Mrs. Louis Balmer, Balmer School, La Jolla; William J. Stone, Cabrillo, San Diego; Miss Louise Weller, Franklin, San Diego; Mrs. Howardine Hoffman, Supervisor, Los Angeles County; Gordon Stevenson, Cabrillo, San Diego (Chairman).

Committees Representative of State

The name of the city or the county as it precedes each committee gives the geographical location of the committee within the state. Mr. Stevenson's committee is the only exception since it represents the whole Southern Section rather than one local area. In all, 36 principals prepared to lead in discussions of the topic. Some are from large city schools, and others from distinctly rural communities. Some are relatively new to the service, while others are veterans of long experience. The geographical diversification is also wide. Thus the report which follows, to the degree that it succeeds in synthesizing the discussions of the seven participating committees, is a fairly reliable cross section of the thinking of California principals on the question of tensions.

Tensions Inescapable

The term, tension, at first thought implies an emotional strain, which is detrimental to the life of the school. We think of friction, of ill will and unhappiness—an obstacle to the free flow of democratic living. We think of tension as something wholly negative in concept.

But, tensions are the psychological prerequisite of action. Man has always experienced tensions through the ages. Whether tensions are destructive to the best interests of a school depends upon the manner in which the principal and his staff faces them. Every major change in the life of the community causes a variety of impacts to be felt by the school, and the play of new inter-relations sometimes express themselves in tensions. The same is true when the school of its own initiative delves into a new field of endeavor.

Unforeseen Difficulties are bound to arise

We have long recognized the tensions arising from too much clerical work, too heavy class loads, too many interruptions to class work, and too much committee work. Opinionated parents, community pressure groups, overly zealous supervisors and uncertain tenure, are a few more of the causes for tensions that have been known to school life for decades.

Now added to all of these comes a new wave of tensions as the outgrowth of an unbalanced world situation. We are witnessing one of the greatest migrations of all history. Sudden new concentrations of population have brought the physical factor of room space to the fore. Keeping the class register and continuous records, and transfer routine, due to the large turnover in enrollment, is a problem. Maintaining wholesome school traditions becomes increasingly difficult. The adjustment of classroom techniques and procedures to best care for a flowing stream of children who often remain no more than a few days, is often most challenging.

And superimposed upon all of these tensions is the emotional instability of a host of children who reflect the unresolved tensions of an insecure family life. Home life is unsupervised and disorganized by father and mother both working. The necessity of frequent moving makes for new and uncertain community and school contacts. The sudden rulings on evacuation or the freezing of essential commodities disrupts the family income. The calling into service of the older brothers or fathers often requires marked family readjustments. Each new day brings a host of tensions for our children.

An Equilibrium Essential

What is the principal to do about all these tensions of teachers and pupils? The first thing is to be his own emotional house in order. The tone of his leadership is contagious and is reflected to the youngest child. He must realize with Wheeler that, "Man's behavior is a matter of resolving tensions and satisfying desires." He must be aware that action continues toward a desired goal only so long as there is an equilibrium of tensions. Conflict comes at the point where equilibrium is broken. Without tension there is no creative work.

The next logical step is for the principal to recognize the tensions of his teachers, and assist them in resolving them. This may mean the readjustment of their assignments, the working for cooperative insurance to relieve the fears associated with ill health; a better interpretation of the administration's philosophy, if in a city, to make the acceptance of needed change easier; or a reorganization of the school's plan to better absorb transient children. The very fact that he is devoting his talent and energy wholeheartedly to the problems so vital to them, will make the gaining of their cooperation easier in helping the children meet their tensions. Nothing is more essential to the children today than the daily presence of a well-poised teacher, who rather than shielding them, can sympathetically interpret for them the situation in which they find themselves.

Purposeful Action Important

Specifically, a teacher should make a greater effort than ever before to know the children whom she teaches, for the better she knows a child, the more intelligent is her guidance of him. This necessitates close cooperation with the home to avoid unwittingly setting up new tensions. A teacher should set up classroom procedures which will make it easy for the new child to hit his stride in the class work, and to sense that he belongs. She should evaluate in terms of her pupils, the various war activities in which children may participate such as col-

lecting salvage materials, buying defense stamps, working for the Junior Red Cross, the making of a victory garden, and studying first aid. Then choosing those best adapted to them, encourage vigorous participation, avoiding any semblance of exploitation, but thinking primarily of what it may mean to the children. Purposeful action reduces tensions and fears, and if it contributes to a common cause, is all the more valuable.

Thus, the tensions of this day may become the fibre building material, spiritually and physically, for teachers and children alike, which may adequately prepare us for the great duties which confront the nation tomorrow.



"The morale of the schools themselves is a large part of the morale of our whole people. The schools must proceed with confidence and they must be courageous in the face of new challenges."—Stoddard.

MAY WE VIEW WITH ALARM?

If history runs its usual course, our physical and health education programs will emerge on the other side of this serious national emergency strengthened—but probably altered. And the alterations may not be for the best. Slowly we have been building, in the last twenty-five years, an educational point of view and an **educative technique** in our programs. Values have been sought in other spheres than muscle or coordination alone. People have more or less agreed generally that the so-called "natural" program of games, sports, and dance held the **best** potentialities for bodily vigor and personality development and the transmission of our democratic social culture. To the achievement of these potentialities we have been laboring.

Now war is upon us. Now we hope for strong young bodies to fight our battles. We cry out for a physical fitness in our youth to preserve our democracy. As if to preserve democracy we did not **always** need the physically fit! So we think of bringing back calisthenics. The news reels show the office workers doing "physical jerks." Back comes marching. Danish gymnastics, German high bar work, light apparatus—all the activities which in twenty-five years have been discredited as of a **low order** in the contribution they make to a developing child in a democratic society are being urged upon us. Now we are tempted to forsake our "natural" practices and slip back into the subjective stupidity of drill and "discipline" and response to command.

It is thus alarming. Alarming to see the quacks also join in the clamor for fitness. The muscle-builders, the "corrective exag-gerists," and drill-masters, and the gymnasts will all now join together to do their shouting in a frantic effort to use the war hysteria as a means of scaring people away from a sound constructive job of teaching through play. It will be the weight-lifters and the drill-masters against a host of kids who want to and will play. In the end I will bet on the kids and their play—but in the meantime there will have been a lot of confusion thrown into the minds of school people concerning the true nature of a physical education in democratic America.—(By D. Oberteuffer, Ph. D., The Ohio State University; from the *Journal of Health and Physical Education*, December, 1941, p. 569.)

Security as a Basic Need in a Democratic School

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Introduction

EFFORTS to close the gaps that lie between what we believe and what we do set up conditions known as tensions. In themselves these tensions are neither good nor bad, inasmuch as any conscious striving to reach a goal is likely to be accompanied by hard work and strain. But if the conflict between the world as it is and as we would like to make it produces tensions that undermine personal security, problems with which the school and other social agencies must cope are set up.

The paper which follows is an outgrowth of a series of discussions entered into by a group of Stockton elementary principals in an attempt to understand better some of the tensions in their own school systems which have arisen as a result of unfolding interpretations of the democratic ideal. As these discussions progressed it became evident that principals and teachers are becoming increasingly aware that the need for providing educative experiences to help children live well in a democracy is fundamental to all else that goes on in the classroom.

If this article achieves nothing more ambitious than to identify Stockton schools with other American public schools that seek to fulfill our country's high destiny by striving to achieve the democratic way of life, the Committee believes that its inclusion in this yearbook will have been justified.

Conflict Between Theory and Practice

A democratic philosophy is not a mean lying between a creed of dictatorship and a state of chaos. It is rather a pattern of freedom woven with a woof of rights and a warp of duties. It must wear well, and it must be adjustable to an infinite variety of situations. It must be attractive, neither too staid for the adventurous, nor too daring for the conservative.

The teachers of the Stockton Schools have shown by surveys that they desire above all else a sound philosophy of education. The difficulties presented in the fulfillment of this desire are many and varied. Some of them seem impossible to surmount. For a sound philosophy

is not a thing that springs up full-born; it must rather be evolved by a slow and laborious process. There are always those to whom any suggested change looms up as a dragon to be slain, and there are others who view the lag between ideal and practice as an insurmountable gap. The problem, then, is that of educating the extremists at both ends to the feasibility of setting up some sound principles which are neither static nor illusory. The most successful travelers are not the ones who linger too long in one place, nor those who find their only satisfaction in speed.

One is forced to admit that many factors join to create tensions which seem difficult to release. The physical set-up of the school plant often presents a real obstacle to freedom from tension. Buildings in Stockton, as in most California communities, have been built according to architectural standards and population needs covering several different eras. To make ideal adjustments would require the expenditure of much larger sums than local taxpayers would feel were justified. Classroom lighting, for example, is a rather recent development. Likewise, the need for extensive playground areas seems to have occurred to educators at a comparatively recent date.

Courses of study, too, present confusing possibilities. Without a well-articulated philosophy of education, a course of study becomes an inelastic maze through which we attempt to lead children. or can the human factor be ignored in our school departments. Diverse theories regarding educational leadership sometimes cause tensions to arise between principal and teacher and between principal and principal. As is the case with all institutions that have their roots in a deep-seated belief in the democratic way of life, a satisfactory balance between those who initiate and those who follow is not always easily struck.

Some Attempts at Solution of the Conflict

The realization by administrators and teachers that our educational sights needed resetting led to the hiring by the Board of Education of Dr. Jesse B. Sears of Stanford University. Dr. Sears was commissioned to make a complete survey of the entire system. His report was presented to the Board of Education in September, 1938, and was adopted by the Board and the Administration. It has been used since that time as a master plan. One of the immediate effects of the survey was to provide more adequate supervision through the appointment of a deputy superintendent to assist the superintendents.

During the year following the survey, principals were led in professional study by Dr. George Kyte of the University of California. In a series of meetings principals analyzed their jobs and attempted to find ways of better achieving desirable ends. A beginning was made toward the development of a sound philosophy. The new administrative aid, Deputy Superintendent Leo B. Baisden, carried on this leadership until his death in the fall of 1941.

The impact of the new emphasis upon administration had a number

of outgrowths. Principals of larger buildings were given full time for supervision. Committees were set to work upon new courses of study. Curriculum revision was carried on by large numbers of individuals instead of by small groups. Teachers rather than principals, dominated curriculum groups. The new courses of study uniformly expressed the conviction that they were to be considered largely as prefaces; they were a step ahead, it was hoped, in the right direction. Throughout the work on curriculum the belief was held that unity in the broad outlines of democracy must be secured without imposing an inelastic uniformity upon pupils, teachers, and administrators.

Another step toward the development of a sound philosophy was made with the institution of the custom of circulating supervisory and administrative bulletins from the main office. These bulletins were the expressions of committeemen and librarians who utilized this medium for informing principals and teachers of progressive points of view in instructional fields. It may be said, then, that the foundation for our educational philosophy in Stockton has been poured. What will be erected thereon will depend on the growth and leadership of principals and teachers.

It should be mentioned at this point that a great change has been brought about through the adoption by the Board of Education of a policy of improvement of the school plants as rapidly as is consistent with the present tax burden. Although past architectural errors and inadequacies cannot be repealed, they may often be mended.

Economic Tensions

The minimizing of teacher tensions caused by financial insecurity is sought through the maintenance of adequate salary scales and professional security. Because these ends are best accomplished by the action of large groups, there is growing recognition that membership in state and national teachers' associations is not only desirable but imperative. While there has long been almost perfect performance in the joining of local and state organizations, there has only lately been much concerted action in achieving the 100% goal of membership in the N. E. A.

Under the guidance of the C. T. A. highly successful study groups have functioned for the past three school years, which have attempted to add to the understanding by teachers of the difficult problems relating to teachers' salaries and teacher tenure. These groups have drawn members from the elementary, high school, and junior college staffs.

The Stockton Teachers' Credit Union has been a successful concern for a decade and has been able to render real financial assistance to both borrowers and investors. This group has recently been able to hire a part-time secretary (a retired elementary school principal) who will be able to increase greatly the efficiency of the service.

It is certain that great strains will be felt in this area during the present war period. What the solution will be is certainly unknown to any person. Perhaps the best insurance is a constructive policy of

public relations, so that the people of the community will be aware of the problems when they become acute. Membership and participation in the P. T. A. is advised locally in order that mutual understandings may be developed. The Elementary Teachers Association holds memberships in both the Stockton Chamber of Commerce and in the Junior Chamber of Commerce; an elementary principal has recently been elected as director of the former body. Likewise teachers take active part in Community Chest and Red Cross drives.

Emotional Tensions

Any social pressure unduly exerted causes an emotional tension. However, let it be understood that this discussion is limited to an analysis of those tensions caused by disturbing factors in the school situation. Much anxiety will be relieved when the philosophy mentioned previously is completely evolved. Some specific steps in this direction are mentioned below.

There has been a recognition of the fact that the principalship carries with it an opportunity to render professional service to teachers. Helping teachers to gather teaching materials, helping to analyze and correct pupil maladjustments, helping to synthesize conflicting philosophies of different teachers to the end that a common understanding may result, accepting the responsibility for policies of promotion and placement, providing for the release of special talents and abilities of teachers for the good of the whole group, advising the weak teacher or the teacher with problems in such a way that her security is not undermined, are all services which properly fall within the sphere of good administrative practice.

There has also been general acceptance of the idea that we must take children where we find them; that grade standards based upon subject matter mastery have little validity. Perhaps the fear of what the next teacher would say concerning the preparedness of pupils was as great as any other cause of retardation of children. The belief that the first three years of a child's school life are a unit rather than a series of steps is rapidly gaining credence. The institution of a testing program has led to a more objective approach to many of these instructional problems. The no-failure program is no longer a distant vision in Stockton; it has spread to the extent that it is almost universally accepted.

Certain curricular advances have been made which tend to increase the possibility of each child's finding of a field in which he can achieve success. Under the leadership of Mr. Baisden, libraries were installed in all of the elementary schools and time given to all classes for a library period. This was in pursuance of the ideal that children learn to read best through experience with books suited to their level of ability and to their interests. Likewise science was introduced into the elementary school to provide happy, interesting, objective experiences which reach the reader and the non-reader alike. More time has been devoted during the past year to music and to art. The first grades have been reor-

ganized to permit staggered sessions, which allow the teacher sufficient time to deal with small sections of the class for parts of the day.

Pressure Groups

As straight thinking on this matter of democracy means that each teacher will think of democracy as a way of considering and meeting the needs of **all** of the people, pressure groups doubtless thwart the activities and thinking of many. However, by working on the social studies curriculum, by attending forums led by recognized and acceptable leaders, by reading magazines made acceptable by the stamp of the teachers' professional library, and by taking part in the numerous activities that shape and reflect the changing social order, many of the tensions created by pressure groups may be relieved.

Childhood Fears

Thus far, this paper has been concerned with relieving the various pressures which cause tensions in teachers. Such a course would be pointless were it not for the obvious fact that poorly adjusted adults cannot hope to assist in relieving maladjustments of children. At this juncture, however, attention will be shifted directly to the child, and to his problems.

Educators seem to agree that children must be well-nourished, warmly and decently clad, and successful in order to function as well adjusted members of a group. To this end, the federal lunch program is carried on in most of the schools of Stockton, particularly in those areas populated by the less privileged. The P. T. A. conducts a drive each year, in co-operation with a local newspaper, by which funds are raised for the purchase and reconditioning of clothing for needy children. The Schoolwomen's Club, with membership in all levels of the local system, provides funds for the purchase and repair of shoes. Special attention in regard to proper clothing is given to boys who are graduating from the elementary schools, inasmuch as the girls make their own dresses in sewing classes. Lunches and clothing alike are distributed in such a way that no unpleasant attention is called to the recipient.

There is likewise provision for the purchase of reading glasses. It is even possible to secure free hair-cuts for those whose finances allow little budgetting in this direction. It is rather surprising how much co-operation can be secured from the various social agencies in the way of material comforts. The social agencies of the community have organized into a common group. Teachers have been invited to attend meetings of the organization. A bulletin has been published which describes the work of the different agencies.

Turning to less material things, we find that a radical change has taken place in the attendance department through the years. Gradually the people in this field have been able to put into operation a plan under which the attendance officer is no longer a "hookey cop" but a friend and counselor. Under the direction of this department a diagnostic class, which rather successfully discovers ways in which the

school may be fitted to the child, is operated. There is still a great gap between ideal and realization in the counseling field, but this is mainly a matter of procuring sufficient money to hire the required personnel.

Within the schools themselves, in addition to the changes already mentioned, we find that children are being given in the classroom and on the playground more experiences which are free from the strain of intense competition. The physical education program is being overhauled with the end in view of providing each child with the opportunity of learning and participating in a variety of games. Staggered recesses allow for more homogeneous playground grouping, while principals and teachers are co-operating to provide more intelligent and constructive yard supervision. The playground period is accepted as a teaching period and has been discovered as an area in which much valuable information about pupils may be gleaned.

The Migrant Child and the Transfer

Stockton, like other valley communities, has its school program complicated by numerous transfers from the outside and also within itself. This frequency of transfers has one redeeming feature in that there is nothing unusual in the process, and thus the child is not set apart as different. The first influx of unspoiled "Okies", with their odd clothing, peculiar vocal mannerisms, and belligerency is over. Migrant children no longer look like people from another planet.

Most of the means by which this problem has been alleviated have been mentioned before. The principal, with more time for supervision, is able to achieve more intelligent intake. He is likewise able to furnish considerable guidance in classroom adjustment. The testing program provides objective data, while the social grouping plan avoids pupil placement in a much less mature group. An attempt is made to have the child identify himself with the school, the class, and the teacher.

Race Prejudice

In a community which has large groups of Chinese, Japanese, Filipinos, Mexicans, and Negroes it would be surprising if racial antagonisms did not flare occasionally. However, the local situation has been handled so well that, even after the events of December seventh, no tense situations arose. By recognizing racial contributions in music, science, and the crafts, much can be done to make the noticeable foreign child feel adequate. In physical education, opportunities for these children abound. Joe Louis has done a great deal for Negro morale.

Not strangely, it is the least endowed American group, the migrant whites, who seem to feel the greatest superiority to the children of deeper shading. The problem becomes one of making the migrant white feel adequate in something in addition to the accident of birth. The realization that we are all migrants in America should do a great amount of good in this field.

Conclusion

In summing up, the committee wishes to emphasize some of the problems dealt with in this paper and to point out that to no small extent their solutions will be advanced by professionally alert principals in our elementary schools. Here are the challenges:

1. How to harmonize school practices with the democratic way of life.
2. How to provide a suitable measure of economic security for teachers.
3. How to exercise the functions of good guidance procedure to the end that teachers, pupils, and the general public work together with a minimum of friction.
4. How to reconcile the interests of various pressure groups to the end that all our people may be justly considered.
5. How to analyze and minister to the needs of school children to the end that they may lead successful lives in our American democracy.
6. How to help the migrant child to swift and successful adjustment.
7. How to build up positive attitudes of respect for the contributions of all racial elements in our Melting Pot to the end that our democracy may be preserved and enriched.



“What extra work am I doing, on the job or in a nationwide program?” Let us remember that a total war is everybody’s war. “Can I detect enemy propaganda or am I a sucker for every rumor against the British, the Russians, or that man in Washington?” Let us ask the source and the intention of every unfriendly statement. “Am I a source of strength and cheerfulness to others or must I always be lifted and soothed?” Let us help others and thus add to our own serenity. “Am I leading as normal a life as possible or am I using the war as an excuse for hysteria and escape?” Let us get a sense of reality by participation, by working on some things, however small. The war is all about us. The democratic ideas that we are fighting for are found in our own families and communities. Wherever we are, that is the place to serve. Whatever we are, that is the final test of our will to victory.”—George D. Stoddard, Dean, Graduate College, State University of Iowa.

“Fatigue in war time becomes a menace to morale.”

“Let us see to it that the family remains strong, unified, purposeful in our democracy.”

“The importance of civilian volunteer activity cannot be overestimated in this regard.”

More Acceptable Faculty Meetings

ROY E. LEARNED
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THESE TIMES have created among our teachers a feeling of being hurried, pressed for time. Part of this feeling is actual, as many teachers are assuming extra responsibilities in their communities in civilian defense work, part is the nervous tension of the times. The wise principal will attempt to recast his administrative plans to help teachers overcome these feelings of tension. Can faculty meetings be made more acceptable to help solve this problem?

Few teachers would recommend the abandonment of faculty meetings, even though the most conscientious often consider them boring, irritating, and a waste of time. However, unless such staff meetings can be made to appeal to all of the teachers as purposeful and timely, they may become a source of devitalizing tension so great as to nullify much of their potential value.

In the Washington School, several years ago, through a process of cooperative thinking we undertook the task of revamping our staff meetings so that the most critical might recognize them as pleasant and definitely profitable. Our first decision was to abandon the regularly scheduled, after-school meeting, in favor of a short morning session subject to the call of the principal and beginning promptly at 8:15. It takes self-discipline to reach school fifteen minutes earlier than usual, particularly on midwinter mornings, yet the teachers still prefer the 8:15 hour. They are fresher, think more clearly, are less inclined to debate, and accomplish more in a half hour in the morning than formerly in a full hour after school. They like the freedom of being able to leave the building at will after school to attend to dental appointments, to go shopping, to attend a good show, or just to relax at home.

We discovered that the shorter meetings were quite adequate because many of the items usually covered in after-school meetings could be handled through other channels. For example, routine announcements are made through an easily prepared bulletin, typed by the office clerk, and run off on the rotary ditto by pupil messengers. These bulletins are placed in the teachers' mail boxes after school so that they may be read early the next morning. On some days the bulletin consists of only an item or two, other times a page is filled, and again there may be no bulletin at all. Often the bulletin contains announcements for the children, and these are always read during the first period when all the pupils are with their home room teacher. Only on rare occasions are special bulletins sent through to interrupt classes during the day.

Our so-called "permanent" bulletin book, composed of a loose-leaf folder, contains 15 to 20 bulletins of reference material. Procedures and policies developed through the cumulative experience of the staff

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are incorporated in these bulletins. The schedule and principal duties of the yard teachers, the quotas and method of requisitioning supplies, rules governing teacher absence, and similar information of a somewhat constant and routine nature are included. Likewise, copies of the superintendent's most important bulletins with interpretative comments are included in the folder. By having such data close at hand for ready reference, much time is saved in faculty meetings, since oft-repeated reminders can be omitted.

Most principals desire their teachers to have a definite voice in the administration of the school, yet such a procedure presents difficulties. The complete staff of a fairly large elementary school is too numerous to act economically as a deliberative body. A few of the more articulate teachers tend to do all the talking, while the majority will sit in enigmatic silence. There is likely to be too much debate and too little action. Interests are naturally so diverse that it is difficult to choose topics of vital interest to the entire group.

To overcome this difficulty, we have for some time held with marked success small interest group meetings. The science, art, music or library teachers of the intermediate grades often meet with the principal to discuss their particular problems. Similarly, the primary teachers frequently, as a unit, sit in council with the principal. Other natural groups with interests sufficiently in common to make conferences most profitable are the teachers of slow-reading classes, (we segregate our pupils on the basis of reading achievement,) yard teachers serving for a given period of time, sponsors of the Junior Red Cross, and many others. These groups all meet at 8:15 and usually cover briefly, but effectively, certain specific problems requiring attention. The numbers usually range from three to eight teachers, and the matters which they discuss lack sufficient general interest to warrant coming before the whole staff.

We have found another means of reducing the number of general staff meetings, and at the same time maintaining a strictly democratic viewpoint in administration. Questions which pertain to the entire school are first thoroughly studied by a coordinating committee, composed of two primary and two intermediate teachers. As far as possible, the personnel of the committee represents a typical cross-section of the staff. Their ultimate conclusions generally approach closely what those of the entire staff would be if all the teachers, as a body, were to study the problem at hand. Thus, the committee's reports are usually adopted with but minor changes. The decision of the entire staff has never yet reversed that of the committee entirely. What a saving of faculty meeting time this procedure has proved to be! The members of the committee like the responsibility, and strive to give their very best. The assignment to the committee rotates, so that all members of the staff have their turns. It is a type of representative democracy which meets the universal approval of the teachers.

It would seem that general faculty meetings would have a limited place in such a set-up. We do hold them less frequently, but the main

difference is their purpose. They are now called to pass upon the recommendations of the coordinating committee, and to study certain pertinent professional problems for which we previously had little time. For example, we discuss the implications of a survey which we have been making in reading capacity as compared with the actual reading achievement of our children. Or, we invite an eye specialist to tell us how to detect vision deficiencies in our pupils by observing certain tell-tale symptoms. Or, we call in our speech correction teacher to see if some of the techniques which she uses to relax children with serious speech defects might not be put to general classroom use.

Our experiences have proved to our satisfaction, that the tension of annoyance can be taken out of faculty meetings by calling them at a more desirable time of the day, by diverting announcements through bulletin channels, by arranging more small-group meetings of specialized interest, by utilizing the services of a standing committee to study all-school issues, and by introducing the study of pertinent professional problems. We feel that our experiment has resulted in a wholesome strengthening of staff morale.



Pedro J. Lemos
School Arts, Stanford University—
Childhood Education, January 1941—

Boris Blai, sculptor and educator and director of fine arts at Temple University, said this in *American Magazine*:

"During twelve years of teaching young people in arts, I have not found one student who didn't possess a latent creative instinct that yearned for expression. I am convinced that every human being possesses a creative urge to make beautiful things, that this urge can be brought out and put to work with proper encouragement, and that suppression of it results in maladjustment to life. Furthermore, it is actually dangerous not to use your hands. Tests by neurologists . . . show that mental ability increases as the ability to use the hands increases. Manual work demands clear thinking, the working out of your own solutions to problems."

Meeting the Tensions Affecting Childhood

ROBERT HALL
Compton

GUIDING CHILDREN in our democracy and directing children in a totalitarian state have this in common—both are concerned with effecting desired changes in behavior. Any significant differences in favor of the “American Ideal” must, therefore, be found in (1) the techniques and methods by which these changes are achieved, and (2) the subsequent behavior of the child. Consequently, when the school personnel is confronted with the problem of “tensions affecting children”, the goals or objectives of the training for changed behavior must be democratic citizenship, and the techniques and methods employed must guide always toward the desired objectives.

Tensions are often thought of in terms of a two-valued classification. That is, it is thought that either the child is laboring under tension—which state is considered very bad; or the child is free from all tensions—considered very good. Tensions should rather be thought of in terms of gradation, being always present and an integral and necessary part of experience. This point of view recognizes the educative process as more and more complex, and the limitations of the person attempting to cope with the problems of tensions as more and more obvious.

A discussion among the principals of the Compton Elementary Schools concerning tensions, centered around those caused by change of residence, race prejudice, broken homes, and pupils' fears. It was noted particularly that even though one's training in recognizing the tensions and facilities for treating these tensions may be limited, satisfactory guidance of children is possible, and desirable changes in the behavior shown by the child can be attained.

Four fundamentals were suggested which the principals consider when dealing with unadjusted pupils.

I. **Dealing with symptoms is sometimes necessary.** Occasionally the cause of a tension is removed, and a satisfactory adjustment takes place without conscious or complete analysis of the case by the administrator or teacher. Attention to the day to day problems created by children with annoying tensions becomes the springboard for the solution without thorough investigation of causes.

James, the son of divorced parents, was an immature, thumb-sucking first grader who had lived with his grandmother since babyhood. When two girl cousins of his own age were placed in grades above him he began to feel inferior, and his nervous habits became exaggerated. He became known as a very naughty child, annoying his neighbors, and telling untruths. The principal, experimentally, decided to place this discipline problem in the hands of a more experienced teacher. It so happened that the larger of the girl cousins was in this

room. At once he felt his status rise, and a decided improvement took place; his thumb sucking stopped, his attitude improved, and he was a different child.

This case illustrates an important point in the discussions of tensions. Obvious pathological conditions do not need to exist to bring about a tension in a child. The school did, in this case, resolve a tension. But it was a tension which the school had created in the normal course of its policy of grade placement, and the resolution took place through the day to day attention to school routine and detail. Attention to the child's naughty behavior, which was in reality a symptom of his tension, relieved the whole situation.

2. The limitations of the school must be recognized. Tensions, of course, are not always so easily resolved. Causes, even when known, are almost certain to be multiple and interacting rather than simple and direct.

John was the only negro in a school of white children. He was a foster child with a father who was brutal on occasions, but he had a kind, understanding mother. He felt himself to be inferior to his white companions, although they treated him with casual kindness. However, to insure his acceptance by the group, he stole small sums of money to buy candy for the other children.

What was to be the position of the school in its attempt to help John? It could not by itself solve the problem of race relations. It might soften, but it could not abolish the problem of family disorganization. The causes were indeed multiple and interacting. But this did not excuse the school from its obligation to act. Cumulative records were kept. Achievement and intelligence tests results were recorded, the services of a psychologist were obtained, interviews with the parents and normal corrective measures with the child were undertaken. Finally the mother was advised to move to another neighborhood where John could have the association of other negro children. The school had recognized its limitations. If tensions, because of the complexity of their causes, cannot be resolved, perhaps the only course left is to relieve the situation as much as possible.

3. Continuous and far-sighted planning is necessary. Realizing that tensions exist in the normal educative process and that at any time and for any person the tension may become annoying enough to demand attention, the school should accumulate data around which skeleton case histories of the child may be woven should the need arise. Many tensions are long in the process of forming and long in being resolved. Continuous and far-sighted planning is necessary.

Mary, a fifth grade pupil from a broken home was living with her mother, a teacher, when she became obsessed with a fear that her mother would die and leave her alone. As a contributing factor, she knew nothing of the whereabouts of her father. Although the child's physical needs were well provided for, she was starved for affection as the mother's interests were not in the home. The child developed an

undesirable attitude toward her classmates, which manifested itself in slapping and frequent crying spells. She was sure that no one liked her.

The school authorities in consultation with the mother suggested to her that she give the child more of her attention and show her more affection. Later the girl received a letter from her absent father, and the knowledge of the fact that he was living and interested in her welfare seemed to lessen her fears of being left alone if something happened to her mother. She began to develop a feeling of security.

During her sixth year she was placed in the room of a teacher for whom she had evidenced some fondness and who could supply some of the affection she lacked at home. She became well adjusted, found friends, and seemed happy.

The school, by keeping a brief case history and working over a period of years, was able to recommend action to the parent, note changes in the child and plan for the pupil's school relationships.

4. Increasing social emphasis is part of the school's responsibility. In handling cases of tension the school must be prepared for an increasing social emphasis. The school should be able to assume social functions which are not regularly a part of its program.

Robert, the product of a broken home in which his allegiance was torn between father and mother by alternate living with each, became a severe stutterer. His dominating father, looking forward to a college education for the boy, was continually aggravating his condition by insistence that the boy do better work than he was capable of doing.

The school, realizing the problem and viewing its work as a broad social enterprise, took over with special interest the welfare of the boy. Opportunities were given for him to achieve a feeling of success, and judicious placement with teachers, who understood him, gave him a chance to find in the school a source of contentment not to be had at home.

Rest periods, free lunch, and health service are functions being assumed by the school, which show increasing social emphasis.

Principals and teachers have a grave responsibility in guiding children. If the American Ideal is to be reached the desired changes in behavior must be brought about by techniques which are consistent with the democratic objective. Tensions, too, must be thought of as a necessary part of experience.



"For youth, as for everyone else, the supreme responsibility is to help win the war. Total war is something new for America. It demands a complete mobilization of materials, man power, and ideas. Moreover, it is neither a short war nor a long war. It is a never ending war."—Dean George D. Stoddard.

Sharing

F. B. SMITH

El Dorado School, Sacramento

"I'M GOING TO HAVE that blue dress," black haired, black eyed Juanita said angrily with all the might of her undisciplined and unrestrained sixteen years.

Very quietly Mrs. Ada Davies, the teacher of the thirteen to sixteen year old girls in the John Muir School for under-privileged children, gathered up the clothes and locked them in the cupboard. She had solicited these discarded clothes from her friends because she realized that handicaps are usually multiple. Not only were these girls under-privileged mentally but economically as well. Dark skinned Juanita was the acknowledged leader of the group. She obeyed the only law she knew—take what she wanted by force, if necessary.

The tenseness of the situation increased. Juanita was not used to being denied without a struggle. "I thought you said you brought those clothes for us," she said defiantly.

"I did," Mrs. Davies answered. "The people who gave them to me said they wanted to share things with us."

There was a puzzled silence. Then Juanita wonderingly asked, "You mean I musn't grab clothes that would look better on others?"

"Yes, that's the idea," Mrs. Davies said.

Leaders are born, not made. Juanita again assumed control and she began to issue orders. "Mrs. Davies, that blue dress I grabbed would look better on Madeline and that black hat would look good on Alice."

Psychological moments like these come seldom. Mrs. Davies turned the key of the cupboard over to Juanita. The sharing problem has been solved. Juanita is no longer there, but the sharing process is still continuing in that room.

Democracy may always be made to work in a school room even for under-privileged children when there is an understanding teacher there to act as a guide.



"The Commission does not assume either that we are completely at the mercy of fate or that we shall reach our desired goals without sacrifice and effort. It is assumed that the American people will continue to exercise their native qualities of goodwill, courage, and foresight, and that progress will thus continue toward the realization of the American dream of universal opportunity in a land of peace and freedom."—American Youth Commission's report.

She Understands Now

F. B. SMITH
El Dorado School
Sacramento

THIS MOTHER made my acquaintance soon after I became Principal at the El Dorado School. Even at our first meeting there was a pathetic defense in her tones as she laughingly told me what a problem her seven year old son was. She predicted a brilliant future for him because his Father was a Phi Beta Kappan. She assured me that her two year old son would be the real cause for concern in the family. She was intelligent and cooperative but determined that her elder son would succeed and be a leader. It was evident from the start that she was a victim of wishful thinking because the boy was a real school problem. He was large for his age but lacked muscular coordination to such an extent that children much smaller than he could buffet him around at will. His greatest difficulty was that he liked to know and interfere with everything that was going on, and his teacher that year insisted he was the greatest nuisance she had ever known. Today the boy is in the first year of Junior High. He dresses well and acts in such a way that he is very pleasing to observe. His academic accomplishment is average as his I. Q. is only 98, but he is working up to capacity.

Between the seven year old boy who was such a frightful misfit and the seventh grader who is now fitting into his world quite well, there is a gap that has been bridged. Who made this change? Did the boy outgrow his problem stage? Did the school fit itself to meet that boy's needs? Did the parents better adjust themselves to the boy as he really was?

Briefly the boy changed very little, but the school and home changed greatly. Among our first observations were the following: J— was blamed for everything. He was unfortunate in being easily influenced. He was argumentative. He stumbled over things and broke them. He spoke out of turn. In fact we have filled many pages (telling of the difficulties he has caused the school) in the five years he was with us.

Eventually the parents observed that the boy fell behind the very bright children of the class. The mother could not face this fact. The father preferred not to commit himself. Then the mother exerted pressure on the boy or sometimes urged the teachers to be more exacting with him. The casual remonstrance of the principal that her boy was working to capacity was not accepted. "The school is too easy with him," the mother would say or else, "the boy will not concentrate."

The boy developed into a behavior problem that defied our most able teachers. He was in trouble of all sorts continually. Some teachers went so far as to call him a real menace.

This mother was active in school affairs. In her attempt to be fair to the school, she was sometimes unjust to her boy.

When he was in the low fifth grade his science teacher found that he was very observing. They were studying ants at the time she discov-

ered it. The boy spent hours in watching them. She accepted him as authority on ants. We all followed her lead. The boy had developed an interest. We all gave him an opportunity to tell about ants. J— was an individual in his own right now. I was so happy with this development that I invited his mother to come to my office. I could hardly wait until the time came for her arrival. I told her about his interest in ants and the possibilities of capitalizing on this interest. "I want my boy to get his arithmetic; B—'s grades are much better than his," was her answer.

I sat there stunned. B— was a neighbor boy. His I. Q. was 127, and to compare poor J—'s accomplishments with his was disheartening. In spite of the mother not accepting the situation we kept on trying. We refused to be disturbed by his constantly getting into trouble. Finally the mother became so disturbed that she questioned our course of study. In despair she took her boy to a person who administered the Binet-Simon test. It was this person's dinner hour. He made the test brief but "brutal". He found J—'s I. Q. to be 78 or little more than that of a moron. In reality we already had in our office a record of his I. Q. by the Otis test as well as by the Binet-Simon.

Then the mother came to my office and told me the terrible news—her boy was a moron. My golden opportunity had come. I showed her his real I. Q. and told her that he was working up to capacity. Naturally she was willing to believe better things of him. She was ready now to face the facts. Her boy was not college material but there were many useful places in life into which he could fit.

From that day one year ago we have had her full cooperation. The boy developed satisfactorily in all ways until our real problem arose. I said "our" problem for the mother and father work with the school now. The problem is her younger boy. He is now in the low second grade. He is a brilliant boy. He has the ear marks of a Phi Beta Kappan. He has begun to notice his brother's peculiar traits and idiosyncracies. He twits his brother about them.

Yesterday we, the mother and I, sat down in my office and talked out this situation. We agreed that there was a necessity for getting the younger boy to be proud of his older brother. We must make opportunities to heap praises on the older boy. J— has become a second class scout. The mother is making this a motive for as nice a dinner as they usually have at Christmas. The compliments he receives from his teachers and scout leaders are always repeated at meal time and made as much of as possible. There is the admonition to the younger boy always, "when you get to be J—'s age you want to be as successful and as well liked as he is."

We are squarely facing the problem. We have not solved it, for the great differences in the boys' abilities will always exist. This variation will bring about crises in the family that will require a high degree of skill and courage to handle.

I felt repaid for five years of counseling when this mother said, "I may not be able to solve my problems, but I have learned how to make the best of them."

Tony and the Radio

PETER H. SNYDER

Principal, Washington School
San Diego

SELDOM do we realize how children can be torn between two loyalties, both deep rooted in the mores—loyalty to parents and loyalty to the educational system.

Tony was secretary of his sixth grade class. He was loudly voluble, and delivered his share of trouble to the teacher, but he was quick to "catch on", and if you knew him well, you realized he was a deep thinker.

After Pearl Harbor was attacked on December seventh, the teacher took advantage of every opportunity to extend her lessons into the homes. Fully half of her group were of foreign descent, mainly Italian. Her philosophy for guidance could be summed up in the sentence which she used over and over: "From now on, we will all comply."

Were we Democrats or Republicans? Never mind now, we will all comply.

Did we think our taxes were too high? Well, we will gladly comply now.

Will they want the schools for hospitals? If so, we'll gladly comply.

Can we get along without erasers? We surely will. Anything to comply.

Tony captured this attitude and took it home. He was proud to announce that all his family had bonds or stamps. He brought paper for the Red Cross.

Tony gave a current event one morning. It was to the effect that, on or before a given date, all radios of a certain type in possession of aliens were to be turned over to the police for safe keeping for the duration.

For the next few days Tony was quite downcast and worried. The teacher finally found out why.

"I told my father about the radio and he got mad! He said it was only for receiving and not for sending, so what did they want it for! I said it was the government order and he was just supposed to. He said he'd be damned if he'd give it to the cops."

"What did he do, Tony? The deadline was yesterday."

"He took it out in the yard and broke it all up with the hammer."

Is Her Problem Solvable?

F. B. SMITH
Principal of El Dorado School
Sacramento

I SAT VERY QUIETLY at my desk while twelve year old Dorothy, a Negro girl, gave vent to the hurts and heart burnings that had been welling up within her since she had started to my school a few weeks ago. I made no attempt to check her as she denounced the unfairness of every one at my school. Finally she turned on me and said with a depth of feeling that we rarely see in children, "And how would you feel if they called you nigger, even if you was one?"

I was so stirred emotionally at the unnecessary mental burdens that she had been bearing that I expressed my sympathies for her very convincingly. I had never before been so deeply moved by one of a minority group. I humbly assured her that I felt humiliated that any children of my school talked that way to any one.

Triumphantly she said, "That's the way everybody here talks."

I was really distressed. I knew that she was mistaken, but how could I get her to see the real attitude of the majority?

"I am so sorry. I had thought Mary Alice was always nice to every one," I said quietly.

"Well, Mary Alice is a lady and treats me well," she said.

I gathered hope. I asked how others treated her. She admitted Mary Alice was not the only one who treated her well. We began to make lists of those who treated her well and those who did not. I asked her to count the names on the list. The number of those who had been considerate was greater than the number of those who had not. Then I remembered her statement that some of the children were not considerate of their teacher. We made out lists of those who treated the teacher well and those who did not.

Then I had a real inspiration. I suggested to her that some children were more cooperative with me than others were. She expressed great surprise at this. I made out a list of the children in her room who were very cooperative and those who sometimes forgot to be. Appreciative ones in my list tallied with hers.

Gone was the scowl from her dark face. Gone was the hostile feeling that made her stand at the other side of the room. Instead there was a happy smile as she stood by my chair and scanned the list I was preparing.

Then she added a bit of philosophy that many a member of a minority race has had to assume, "Mr. Smith, some folks is just trash, ain't they?"

This would be a good place to close the story, with a "God bless you my children" or "and so they lived happily ever afterward", but the

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problems of the minority races are not settled so easily, and school principals are not accepted so readily by children who have such problems to face.

Not long afterwards, Dorothy came to my office and asked to take violin lessons. We had a certain number of violins belonging to the school I told her. None were available at present, but I would let her have one as soon as I could. Not long afterward a child turned in his violin. I called her in and said, "Dorothy, here is a violin for you."

"I don't want it," she said. There must have been a crestfallen look on my face for she said, "I just wanted to see whether you would give violins to colored children as well as white."

You know as well as I do, that in spite of my assistance in the incidents related, her problem is not solved. She has a lifetime of adjusting and accepting because she is a member of a minority group.

Possibly I helped her somewhat, but I did not solve all of the problems she will meet. She will need help all along the way.



"The Commission assumes that the successful prosecution of the war is the most important problem confronting the American people today. In the post-war period, economic reconstruction to achieve sustained full employment under peacetime conditions will be the most difficult problem and the most urgent objective of the American people. That the changes in the basic structure of the American economic system, which have taken place during the last fifty years and which in some cases are now being accelerated, will not present insuperable barriers to the achievement of peacetime full employment but will undoubtedly make necessary many fundamental readjustments. That for some years after the war, efforts to achieve sustained peacetime full employment through the expansion of private employment will be only partially successful, and that meanwhile it will be necessary to carry on substantial programs of public work for the unemployed. That, because of necessity, the trend both during and after the war will continue toward an increasing use of government to regulate economic affairs and, in particular, that government will be given increasing responsibility for the peacetime stimulus of a balanced expansion of productive activity in the basic industries producing for interstate commerce. That under democratic government, and without giving up the liberties we prize, the American people will have it within their power to bring about a continuing abundance of available employment opportunity in future times of peace, with a rising standard of living for all who contribute to the productive effort of the nation."—"Youth and the Future," from American Youth Commission Report.



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"A child should start on his journey through life smiling"

Carl Glick

Minutes of the Annual Council Meeting of the California Elementary Principals' Association

February 23, 1942

The annual Council meeting of the California Elementary Principals' Association was held in conjunction with the annual conference of the American Association of School Administrators in Hotel Whitcomb, San Francisco, January 23, 1942. President Emil J. Spiering presided.

On motion of Mr. John L. Hutchinson, seconded by Mr. Odin D. Henderson, put and carried, Mr. Harley Lyon was appointed parliamentarian for the day.

President Spiering called for the report of the membership chairman. Mr. E. P. O'Reilly reported 1306 members on February 1 and presented the delegates to the Council meeting.

Mr. Kenneth M. Forry moved that the delegates be seated. Mr. Charles H. Kanen seconded the motion which was put and carried.

President Spiering reported to the Council in part as follows:

"The purpose of our California Elementary School Principals' Association is to promote the advancement of elementary education in the State of California. Theoretically this is being achieved by encouraging high standards of teacher training through initiating, evaluating and recommending that certain pieces of legislation be passed by our law making bodies, through fostering research in the field of education, by publishing a yearbook that treats topics of current interest to our group, and by acting as a clearing house for the distribution of the best thinking on problems pertinent to the interests of our elementary schools.

"Never in recent times has a greater crisis been faced by educational groups such as ours. Problems of curriculum, finance, building, and administration of problems peculiar to a wartime situation call for a united effort on our parts and the pooling of our best thinking on these problems if the children in our elementary schools are to receive the best that education has to offer in order that we may have a citizenry in our land equipped to face the grave problems at hand. In short, the need for our association is greater than ever before. Let us not, in the press of our war efforts, fail to keep our association functioning as it has in the past and continue to make it an even greater force in determining policies for the benefit of our schools.

"Our association must stand with a united front and speak with the authority and the wisdom that comes from a cooperating and smoothly functioning organization. Our group occupies a key and strategic position in the educational pattern of our state. We represent in our organization areas rural and urban; schools from one teacher to schools of several score teachers. We as principals and executive officers of our schools are in direct contact with boards of education and school trustees who in turn represent many and diverse business and professional interests. We are at once in a strategic position to place our program before the people of the state and in a position to be of the utmost service to our country by intelligently carrying through an enlightened plan for the benefit of our schools. If the efforts are to be marked with the most success, we as an association must have a plan and policy that we follow unitedly. We cannot formulate such a plan for the good of all if we function as individuals, or as cliques, or as separate sections. Ours must be the united plan-

ning of all from the principal in the smallest mountain school to the principal in the largest city school system if we are to be the intelligent driving force in the state that we should be.

"I want to thank publicly the many principals who have given generously of their time and effort for the benefit of our association. I want particularly to thank the many chairmen and state officers who have accepted responsibility and who have made my work much pleasanter and a great deal easier so far this year. In conclusion, I look forward to the termination of another successful year in our association work, and I look forward to greater success and gains in the future."

Mr. J. G. Rockafellow moved that the minutes of the annual meeting of April 8, 1941 and the minutes of the Executive Board of September 18, 1941 be approved in form as distributed to the members. The motion was seconded, put and carried.

Mr. Spiering introduced Miss Eva Ott, the Treasurer, who reported as follows:

Balance on hand, February 23, 1942:

General Fund	\$967.48
Yearbook Publications Fund	443.11
Special Finance Committee Fund	471.26
Total	\$1,881.85

On motion by Mr. E. P. O'Reilly, the Treasurer's report was accepted.

Mr. Charles H. Kanen, the Auditor, reported that the Treasurer's accounts had been audited and were correct as of February 23, 1942. The auditor's report was accepted.

President Spiering then introduced Mr. Gordon K. Stevenson, the Yearbook Editor, who reported in part as follows:

"I take pleasure in reporting to you that your Yearbook is progressing satisfactorily and the response from contributors has been gratifying. The title of the publication is 'Guiding Children in Democratic Living'."

Mr. Gerald Jacobus, editor of California Elementary Principal, reported that there will be two more issues of the Bulletin this year.

Miss Eva Ott, Chairman of the Accounting Revision Committee reported the committee's recommendation that items under general budget headings be broken down to specific classification. Miss Ott further recommended that the loose-leaf system of accounting be installed.

On motion of Mr. Kenneth M. Forry, seconded by Mr. R. M. Banta, put and carried, the report of the Accounting Revision Committee be adopted.

Mr. Odin D. Henderson, Chairman, reported the following review of the four issues of the Journal published in 1941:

Of a total of 30 contributors, 8 were college professors who have also claimed the honor of writing more articles than any other group in the years before 1941.

Teachers, supervisors in various fields, and city and district superintendents claim next honors, there being 4 articles each contributed to the Journal in 1941.

Elementary principals, and members of the State Department of Education tie for third place, each group contributing 3 articles in 1941.

The other contributors arranged in order are:

Health Officers (M. D.'s)	2 articles
Curriculum Consultants	1 article
Director of Research	1 article

Our committee urges each of you to contribute at least one acceptable article to the Journal this year. If this is done, the Journal will help

reflect our California Elementary School Principals' Association group instead of being largely the spokesman for college professors and elementary school teachers.

The President called upon Mr. J. G. Rockafellow, Chairman of the Necrology Committee, for a report. Mr. Rockafellow reported that the Committee had not been able to meet and that no accounts of deaths had been sent to him.

Mr. Kenneth M. Forry moved that the Necrology Committee meet before noon and bring a report to the Council after lunch. The motion was put and carried.

Mr. Donald Lay, Chairman of the Radio Committee, reported the sponsorship of an out-of-school radio listening program.

Mr. R. M. Banta, Chairman of the Retirement Committee, was requested by the President to keep in touch with the California Teachers' Association Retirement Committee and keep the Council members advised on actions, procedures and recommendations.

Mr. Kenneth Forry moved that the President appoint, with the approval of the State Council, Miss Marcella Richards to the Retirement Committee of the California Teachers' Association authorized to speak for our association on the matter of retirement. The motion was seconded by Mr. John L. Hutchinson.

A general discussion followed and Mr. Alton Scott moved as a substitute motion that a person representing both the California Teachers' Association and California Elementary School Principals' Association, and authorized to speak for our Association, be recommended for appointment to the Retirement Committee of the California Teachers' Association. The substitute motion in place of the regular motion was seconded by Mr. Dana Frame, put and carried.

Mr. Gordon K. Stevenson moved that the original motion be tabled. The motion was seconded, put and carried.

It was moved by Mr. Gordon K. Stevenson, seconded by Mr. John L. Hutchinson, put and carried, that Mr. R. M. Banta present a substitute motion regarding a retirement representative before the close of the Council meeting.

At 11:45 the meeting was adjourned until 12:30 when luncheon was served on the Roof of the Hotel Whitcomb, Vice-President E. P. O'Reilly presiding.

Following the luncheon President Spiering called for the reports of Section Presidents. These reports were read and filed.

The Necrology Committee reported the deaths of Mrs. Roberta Rogers and Mrs. Erna Massey, elementary principals of Los Angeles.

On the suggestion of President Spiering the Council stood in silent prayer in memory of these deceased members.

Mr. R. M. Banta, reporting for the Retirement Committee, recommended that this Committee be made a standing Committee to work with the California Teachers' Association Retirement Committee and that a representative of California Elementary School Principals Association be present at the meetings of the California Teachers' Association Retirement Committee with expenses paid by the California Elementary School Principals' Association.

Mr. Alton B. Scott, Chairman of the Constitution Revision Committee read and explained suggested amendments to the Constitution.

It was moved and seconded that Article III, section 4, be adopted as printed. Discussion followed.

Mr. Leonard G. Hummel moved that the motion be amended to read:

"The State Council shall be composed of fifty members as follows: The five state officers, the six Section presidents, and thirty-nine other

members apportioned to the Sections according to membership in the California Elementary School Principals' Association." The motion was seconded by Mr. Lloyd E. Albright, put and lost. The original motion was put and carried.

Mr. Alton B. Scott moved and seconded by Mr. Kenneth M. Forry, that Article III, Section 5, be amended as printed.

On motion of Mr. Alton B. Scott, seconded by Mr. J. G. Rockafellow, put and carried, Article V, Section 1, was amended as printed.

Mr. Alton B. Scott moved that Article V, Section 2, be amended as printed. The motion was seconded by Mr. Melvin L. Farley, put and carried.

It was moved by Mr. Alton B. Scott, seconded by Mr. R. M. Banta, that Article V, Section 5, be adapted as revised.

Mr. Kenneth M. Forry moved to amend the motion to designate the Yearbook Editor, the News Bulletin Editor, and the Yearbook Distributor as ex-officio members of the Executive Board, without power to vote. The amended motion was seconded, put and carried.

The original motion as amended was put and carried.

Mr. Alton B. Scott moved, seconded by Mr. Kenneth M. Forry, put and carried, that Article VII, Section 1, be amended as printed.

On motion of Mr. W. A. Benner, seconded by Mr. Roy B. Dean, put and carried proposed amendments to the constitution, Article V, Section 4b, Article V, Section 4c, Article VI, Section 1, and Article VII, Section 1, were laid on the table.

Mr. Leonard G. Hummel moved, seconded by Mr. Kenneth M. Forry, that the above-named proposed amendments be presented at the next Council meeting. The motion was put and carried.

Reporting for the Continuity of Administration Committee, Chairman Harry L. Buckalew recommended as follows:

1. The retention of the policy of advancing the vice-president to the presidency.
2. That either the procedure books initiated by Mrs. Howard be brought up to date by each officer and turned over to his successor, or that an officers' manual be prepared by a special committee of persons experienced in the operations of each office of the association.
3. That the president-elect annually appoint the five immediately preceding past presidents as an advisory or consulting board.
4. Another proposal for continuity will be presented in the report of the constitution revision committee. It involves two year terms for the secretary, treasurer, and four directors staggered in such a way as to leave each year on the executive board an experienced nucleus of officers. This plan has our endorsement.
5. The proposal has also been made that a permanent secretary be engaged. The advantages in continuity are too obvious to need elaboration.
6. That the present practice of the annual election of a president be continued.

Mr. Stevenson moved that the first recommendation of the Continuity of Administration Committee be eliminated. The motion was seconded by Mr. E. P. O'Reilly, put and carried.

Mr. Harry Buckalew moved, seconded by Mr. Benner, put and carried, that the report be accepted as amended.

Mr. Stevenson moved that the 1943 Yearbook be issued in October 1943. The motion was seconded by Mr. Benner, put and carried.

Mr. Leonard G. Hummel, Chairman of the Resolutions Committee, presented the following report:

GUIDING CHILDREN IN DEMOCRATIC LIVING

1. That this organization express its appreciation to the City of San Francisco, Superintendent Joseph P. Nourse, and his staff for their convention hospitality.
2. That we express our appreciation to Dr. Walter F. Dexter, the State Department of Education, Miss Helen Heffernan, and Mr. Francis Drag for their educational leadership.
3. That we express our appreciation to the officers, the Yearbook Editor and his committee, the News Bulletin Editor, and the Yearbook Distributor of the California Elementary School Principals' Association for their generous services during the year 1941-42.
4. That we express our appreciation to the city and the county superintendents, the boards of trustees and the boards of education for encouraging attendance at the state conferences.
5. That we continue the solidarity of our professional organizations.
6. That we continue cooperation with the California Teachers' Association and the National Education Association in their educational programs.
7. That we cooperate to the fullest extent in all aspects of the defense and the post-war programs which include emphasis on the cultural aspects of civilization.
8. That we cooperate with all recognized organizations devoted to the conservation of human life and natural resources.
9. That we cooperate with other organizations in their efforts to segregate known social degenerates from society before crimes can be committed against children.
10. That we urge continued efforts for increased state financial support to elementary education.
11. That we urge school districts to give every possible consideration to salary increases for employees in light of rapidly increasing costs of living in order to continue improving programs of elementary education.
12. And this organization further resolves that proper legislative action be taken to give effect to these resolutions, that copies of these resolutions be sent to the persons mentioned, and that the resolution be printed in the 1942 Yearbook of the Association.

It was moved, seconded and carried, that the resolutions be adopted as read.

The Nominating Committee reported as follows for 1942-1943 officers:

NOMINATING COMMITTEE

President	E. P. O'Reilly
Vice-President	Gerald Jacobus
Secretary	Kathleen H. Stevens
Treasurer	Eva Ott
Delegate	Edith E. Fikes—1 year term
Delegate	H. B. Stewart—1 year term
Delegate	L. G. Hummel—1 year term
Delegate	K. M. Forry—2 year term
Delegate	Roy B. Dean—2 year term
Delegate	E. C. Clark—2 year term

President Spiering called for nominations from the floor.

Mr. Leonard G. Hummel presented the name of Mr. George Geiger for treasurer. Seconded by Mr. Lloyd E. Albright.

It was moved by Mr. W. A. Benner, seconded by Mr. Alton B. Scott,

GUIDING CHILDREN IN DEMOCRATIC LIVING

that nominations for president, vice-president, and secretary be closed and that the secretary be instructed to cast a ballot for these officers as presented by the nominating committee. The motion was put and carried.

Ballots were passed for the other officers, with the following results:

Treasurer	Eva Ott
Delegate	Edith E. Fikes—1 year term
Delegate	H. B. Stewart—1 year term
Delegate	K. M. Forry—2 year term
Delegate	Roy B. Dean—2 year term

Mr. Gordon K. Stevenson moved that the President be allowed one hundred dollars (\$100.00) for expenses to attend the convention of the National Education Association in 1942. The motion, seconded by Mr. Melvin L. Farley, was put and carried.

On motion of Mr. Gordon K. Stevenson, seconded by Mr. W. J. Hawks, put and carried, the Yearbook Editor was empowered to call a meeting of the Yearbook Committee in the fall with expenses paid on the same basis as is granted the Executive Committee.

President Spiering then called for further business.

On motion the meeting adjourned at 5:25 p. m.

Respectfully submitted,

KATHLEEN H. STEVENS, Secretary

ROSTER

BAY SECTION

- Alexander, Miss Roxie E., 639 Virginia Street, Vallejo.
 Auch, August, 105 S. Orange St., Lodi.
- Bain, Miss Anita J., 4030 Sequoia Road, San Francisco.
 Baltzer, Mrs. Clarinda, P. O. Box 888, Petaluma.
 Banta, Mrs. Edyth M. R., 1860 Trestle Glen Road, Oakland.
 Banta, Roscoe M., 405 Begier Ave., San Leandro.
 Barker, A. L., Emerson School, Berkeley.
 Bassett, Miss Alberta, 219 Park Ave., Modesto.
 Bates, Mrs. Viola, 453 Carston St., Richmond.
 Baxter, Alfred C., Columbus School, Berkeley.
 Beach, Allen W., Santa Ynez and Lasuen, Stanford University.
 Beckman, Miss Aneta, 18th Ave. & Cabrillo San Francisco.
 Benner, W. A., 9860 Sunnyside Street, Oakland.
 Bessae, Harry W., Rt. 3, Box X-297, Lodi.
 Bolei, Miss Clara, 147 Birch St., Redwood City.
 Borneman, Mrs. Katherine H., Markham School, Hayward.
 Bowman, R. C., 3240 Peralta St., Oakland.
 Brimskill, Miss Alicia C., Grattan and Cole Sts., San Francisco.
 Brooks, Lloyd, 1819 Allston Way, Stockton.
 Brothers, Miss Viola, 1802 - 96th Ave., Oakland.
 Brown, Olivena, Eliot School, Gilroy.
 Burbohm, Carl, East Lake School, Clear Lake Oaks, Lake Co., Calif.
 Burkett, Miss Alyce, 108 - 17th St., Richmond.
 Burkhard, George J., Whittier Univ. Elem. School, Berkeley.
 Burns, Miss Jane B., Rt. 2, Box 317, Petaluma.
- Calder, Miss Jessie F., 2409 E. 27th St., Oakland.
 Cameron, Miss Christina B., Richmond School, Richmond.
 Capps, Mrs. Iva, 1520 S. Sutter St., Stockton.
 Capri, Roger, 609 Sycamore St., Oakland.
 Carmichael, Miss Bessie M., Eighth St., bet. Harrison and Bryant, San Francisco.
 Carmichael, Miss Mary, Hayes and Pierce Sts., San Francisco.
 Carter, Lloyd, Half Moon Bay, San Mateo County, Calif.
 Cavanaugh, Miss Bernice, 121 Harvard St., Modesto.
 Christian, J. Bounds, 1039 Cherry Way, Hayward.
 Collins, Miss Margaret, Pinole School, Pinole, Calif.
 Collis, Miss Alma A., 3446 Richmond Blvd., Oakland.
 Cotter, M. Elsie, 395 Breed Ave., San Leandro.
- Creedon, Mrs. Elma M., 732 York St., Vallejo.
 Croak, Miss Margaret M., 14th and Castro Sts., San Francisco.
 Crofoot, Mrs. Bonnie, Hester and Trace Schools, San Jose.
 Cuddeback, John E., Franklin School, Berkeley.
 Cunningham, Maxwell, Box 92, Kenwood, California.
 Curley, Miss Laura, 801 Erie St., Oakland.
 Curtice, Emery J., Lincoln School, Berkeley.
- Dalesandra, Miss Mary, College Park School, San Jose.
 Daly, Miss Carrie, Florida bet. 24th and 25th, San Francisco.
 Davey, Miss Edna M., 2528 Nason Ave., Richmond.
 David, Miss Dorothy, 123 Camino Alto, Vallejo.
 Davis, Barney J., Lakeport Union School, Lakeport.
 Davis, Miss Delia Lord, 934 W. 5th St., Livermore.
 Dean, Miss Anastasia, Rodeo School, Pinole, Calif.
 Declusion, Mrs. Ruth F., 211 W. Elm Ave., Lodi, Calif.
 De Fraga, Harold, Ambrose School, Pittsburg, Calif.
 De Lappe, Miss Maxine, Stanislaus County Court House, Modesto.
 Des Roches, Miss Pauline, 701 Holly Park Circle, San Francisco.
 Dickie, Miss Helen, Stege School, Richmond.
 Dolan, Mrs. Cordelia H., Bay View and Pomona, San Francisco.
 Droitecour, Mrs. Georgina T., Le Conte School, Berkeley.
 Dutcher, Mrs. Agnes W., 265 Elm St., Livermore.
 Dye, Mrs. Mabel, Longfellow School, Alameda.
- Eccleston, Maurine, 39 Nace St., Piedmont.
 Egan, Miss Ardis, Rt. 4, Box 439, San Jose.
 Ellis, Miss Mabel R., Webster & Jackson Sts., San Francisco.
 Ellis, Wilbur, Lafayette School, Lafayette Calif.
 Esmond, Edward, Windsor Union School, Windsor, Calif.
 Esser, Edward, 1030 N. Baker St., Stockton, Calif.
 Esser, Mrs. Edward, 1030 N. Baker St., Stockton, Calif.
- Falvey, Miss Dolorita, 818 B St., San Mateo.
 Fifer, Mrs. Ellie, Raphael Weill School, Buchanan and O'Farrell Sts., San Francisco.
 Fisher, Charles, 2065 W. Willow St., Stockton.
 Fisher, R. J., Los Gatos, Calif.
 Fitzgerald, Winifred, Wheeler School, Gilroy.

GUIDING CHILDREN IN DEMOCRATIC LIVING

- Flint, Mrs. Neah, Alamo School,
Alamo, Calif.
- Foley, Miss Ellen J. Benicia School,
Benicia, Calif.
- Forry, Kenneth M., Martinez School,
Martinez, Calif.
- Frost, Mrs. Blanche, Sadler School,
Alameda.
- Frye, Mrs. Marjorie, Franklin School,
Modesto.
- Gamble, Miss Grace, 224 Pearce St.,
Hayward.
- Gardner, Mrs. Marion, 2310 Le Conte,
Berkeley.
- Gehringer, Karl, Oakley School, Oakley,
Calif.
- Germain, John S., 450 N. Regent St.,
Stockton, Calif.
- Gibson, Robert E., Walnut Creek.
- Gilcrest, Miss Myrtle E., 7th Ave. and
Calif. Sts., San Francisco.
- Gilson, Dan, 4030 Sequoyah Road, Oakland.
- Glassbrook, Mrs. T. H., 338 Tennyson Rd.,
Hayward.
- Glover, Leonard, Radtke Apts., Gilroy,
Calif.
- Goodwin, Miss Bernice, Rt. 1, Box 960,
Modesto.
- Goodwin, John L., 4114 Brookdale Ave.,
Oakland.
- Graham, Leo J., Longfellow School,
Berkeley.
- Granger, Roy, 5961 Sherwood Drive,
Oakland.
- Gregory, Lester, 2650 El Camino Real,
Palo Alto.
- Grover, C. C., 700 E. 24th St., Oakland.
- Hamm, Max, 1011 Union St., Oakland.
- Hanlon, Miss Catherine, Garfield School,
Filbert and Kearny Sts., San Francisco.
- Hansen, Hubert, 2431 N. McComb St.,
Stockton.
- Hanson, Mrs. Velma, Upper Lake School,
Upper Lake, Calif.
- Harrington, Miss Gladys, 625 Geuinda
St., Palo Alto.
- Harris, Beecher H., Thousand Oaks School,
Berkeley.
- Hause, Miss Naomi E., Filbert St. bet.
Jones and Taylor, San Francisco.
- Hayes, Miss Alice M., Utah and 25th Sts.,
San Francisco.
- Hayes, L. Hardy, Lincoln Glen School,
San Jose.
- Heche, Arthur, Washington School,
Alameda.
- Heide, Miss Emma, 140 Grant Ave.,
San Lorenzo, Calif.
- Henley, Wm. C., Rt. 1, Box 233-A,
Mt. View.
- Herrington, Hugh, Jordan School,
Gilroy Calif.
- Hoar, Wendell, 410 W. 10th St., Tracy.
- Holmes, Mrs. Grace, Kensington School,
Richmond, Calif.
- Holymann, Mrs. Mae J., 3823 Elston Ave.,
Oakland.
- Horning, John L., Intermediate Schools,
Napa, Calif.
- Houston, Miss Edith L., 3200 Boston Ave.,
Oakland.
- Hovar, Arthur, 800 Lewis Road, Santa
Rosa.
- Hunn, Miss Dorothy, Washington School,
Richmond.
- Ingle, Earle B., John Muir School,
Berkeley.
- Jackson, Mrs. Eugenia E., Hillside School,
Berkeley.
- Jenkins, Mrs. Letha F., Ross School,
Ross, Calif.
- Jenson, Mrs. Katherine, Persia Ave. and
Athens St., San Francisco.
- Johnson, George, Crockett School,
Crockett, Calif.
- Johnson, Miss Henrietta, 285 Van Buren
Ave., Oakland.
- Johnson, William, 472 Oak Court, Palo
Alto, Calif.
- Johnson, Howard, Lincoln School, Vallejo.
- Jones, Miss Dorothy, 233 San Luis Ave.,
San Mateo.
- Kaartinen, Miss Inez, Wilson School,
Pennngrove, Calif.
- Kahl, Miss Minnie, 2515 College Ave.,
Berkeley.
- Kay, Mrs. Aura, 1705 W. Flora St.,
French Camp, Calif.
- Kelly, Mrs. Irene E., 23rd Ave. and
California St., San Francisco.
- Kennedy, Robert, 1198 Briton Ave.,
San Jose.
- Killey, Lorene, 1715 High St., Oakland.
- Knoble, Miss Marguerite, Harding School,
Richmond.
- Knopf, Harry, P. O. Box 11, Ripon, Calif.
- Kottinger, E. W., 1526 Webster St.,
Oakland.
- Krygell, Miss Thorma, 108 - 17th St.,
Richmond.
- Kuster, Alvin, Middletown, Lake Co., Calif.
- Kyte, George C., Univ. of Calif., Berkeley.
- Lacy, Miss Helen J., 367 Vernon St.,
Oakland.
- Lages, Miss Dora, 311 Lester Ave.,
Oakland.
- La Jeunesse, Harold, Porter School,
Alameda.
- Lancaster, Mrs. Alice, Woodrow Wilson
School, Richmond.
- Lanyon, Mrs. Frances, Lowell School,
San Jose.
- Larkey, Miss Ruth, 1077 Cotter Way,
Hayward, Calif.
- Lawson, E. C., Box 4, San Lorenzo.
- Lawson, J. V., 527 Humboldt St., Santa
Rosa.
- Lee, Miss Helen, 608 W. Main St.,
Turlock, Calif.
- Lee, Robert, 1102 Sierra Drive, Turlock.
- Libbey, Miss Yale, 1212 W. Walnut St.,
Stockton.
- Liddicoat, Roy L., 530 Laurel Ave., Palo
Alto.
- Linscheid, Miss Emma, Pittsburg Inter-
mediate School, Pittsburg, Calif.
- Locey, George, Sebastopol, Calif.
- Lofthus, Lloyd R., 647 Second St.,
Pleasanton, Calif.
- Lynde, A. W., 820 N. Argonaut St.,
Stockton.
- Lyng, Miss Genevieve T., 18th and Ver-
mont Sts., San Francisco.
- MacGregor, John, Newark School, Newark,
Calif.
- Madsen, Donald H., 314 Garcia St.,
San Leandro.
- Manner, Carl, McKinley School, Vallejo.
- Marchant, Miss Maud, 6328 E. 17th St.,
Oakland.
- Marcotte, Miss Pauline, 10315 E St.,
Oakland.

GUIDING CHILDREN IN DEMOCRATIC LIVING

- Martin, Miss Aileen, Pittsburg Primary School, Pittsburg, Calif.
 Matthews, D. W., 408 Lyons Ave., Turlock, Calif.
 McCarthy, Miss Aileen, Oak and Webster Streets, San Francisco.
 McDonald, John, Fair Oaks School, Stockton.
 McDonald, Miss Pauline K., Danville Union School, Danville.
 McGivney, Miss Genevieve, Army and Harrison Sts., San Francisco.
 McQuilkin, Mrs. Harriet, Third St. and Key Ave., San Francisco.
 Meagher, W. M., Morgan Hill, Calif.
 Mell, Lowell W., Lincoln School, Alameda.
 Mennie, Miss Elizabeth E., 31st Ave. and Lawton Sts., San Francisco.
 Michel, F. C., 3955 Burkhalter Ave., Oakland.
 Minshall, Mrs. Evaleen, Jefferson School, San Jose.
 Moody, Miss Edith, 2525 Mira Vista Drive, Richmond.
 Moore, Robert, Fremont School, Santa Clara, Calif.
 Morris, A. B., 7549 Castro Valley Blvd., Hayward.
 Morris, Mrs. Marie, Roosevelt School, Modesto.
 Murphy, Mrs. Ursula, 25th and Bryant Sts., San Francisco.
 Natwick, Warren, 425 Sonora Drive, San Mateo.
 Needham, Miss Muriel, Burbank School, Modesto.
 Nichols, Roy T., 1014 Everett Ave., Oakland.
 Nolan, Miss Mary A., Visitacion Valley School, Scherwin St. and Visitacion, San Francisco.
 O'Bannon, Miss Mary B., Jefferson School, Berkeley.
 O'Brien, Miss Ellen, 884 Florida St., Vallejo.
 O'Brien, Mrs. M. Louise, Fairmount School, Chenery and Randall Sts., San Francisco.
 O'Conner, Miss Cicely J., 22nd and Dolores Sts., San Francisco.
 Olsen, Milford, Washington School, Modesto.
 Olson, Oscar, Menlo Park School, Menlo Park.
 Ott, Miss Eva, 5328 Brann St., Oakland.
 Owen, Cyril, 201 E. Monterey, Stockton.
 Owen, Will, 1166 W. Harding Way, Stockton.
 Patton, Miss Edith E., 660 Waverly, Palo Alto.
 Paulsen, Mrs. Lauretta, 1333 Harrison Ave., Redwood City.
 Pearson, Mrs. Ethel, Enslow School, Modesto.
 Penn, Carl, Cloverdale, Calif.
 Peters, W. J. Gardner School, San Jose.
 Pfeuffer, Miss Charlotte, Birds Landing, Solano County, Calif.
 Piereson, Mrs. Laura D., Brampton and Bosworth Sts., San Francisco.
 Plagemann, Miss Dora E., Clay St. and Arguello Blvd., San Francisco.
 Pohlman, Mrs. Anna, Lincoln School, San Jose.
 Ramsaur, James, Patterson School, Patterson.
 Rector, W. G., 3830 Lincoln Ave., Oakland.
 Reed, Miss Bessie, 312 W. Elm. St., Lodi.
 Reese, Mrs. Erma B., Rt. 1, Box 91, Acampo, Calif.
 Reid, Robert M., 813 Sunset Blvd., Hayward.
 Reinhard, Robert, Mastick School, Alameda.
 Rhodes, William B., Oxford School, Berkeley.
 Ridley, Miss Edna, 321 Cherry Ave., San Jose.
 Roberts, Miss Sadie, Antioch Primary School, Antioch, Calif.
 Rogers, Miss Olive M., Newcomb and Lane Sts., San Francisco.
 Root, Daniel O., Crystal School, Suisun, Calif.
 Roth, Mrs. Ethel F., Cook St. near Geary, San Francisco.
 Rowe, Mrs. Grace, 1176 Cherry St., San Jose.
 Rushforth, Robert N., Cragmont School, Berkeley.
 Ryan, Miss Jane, Haight St. and Masonic Ave., San Francisco.
 Salcido, Miss Elsie, 527 W. Highland St., Tracy, Calif.
 Salmon, Ralph O., Burbank School, San Jose.
 Schaefer, Miss Clara M., Jackson near Hyde St., San Francisco.
 Scott, Alton, Livermore, Calif.
 Seavey, Miss Josephine, Golden Gate Ave. and Pierce St., San Francisco.
 Sheaff, Joseph, 826 Bridge Road, San Leandro.
 Shuck, Miss Leota, 12th Ave. and Kirkham St., San Francisco.
 Siegler, Alfred C., Bay Terrace School, Vallejo.
 Sivani, Miss Georgia, Nystrom School, Richmond.
 Slater, Mrs. Lela K., Antioch Intermediate School, Antioch, Calif.
 Smith, Arthur, 600 W. Elm St., Lodi.
 Smith, Miss Bernice, 830 Georgia St., Vallejo.
 Smith, Miss Effie E., 7th Ave. and Balboa Sts., San Francisco.
 Smith, Miss Mollie A., Winfield Scott School, North Point and Divisadero, San Francisco.
 Snow, Irene, 2270 Main St., Napa.
 Spencer, Mrs. Irene, Pleasant Hill School, Walnut Creek, Calif.
 Spiering, Emil J., Brentwood, Calif.
 Starr, A. G., 6701 E. 14th St., Oakland.
 Supple, Miss Mary H., Funston and Calif. Sts., San Francisco.
 Susanj, M. L., 448 So. 8th St., San Jose.
 Sutton, Mrs. Lulu H., Novata School, Novata, Calif.
 Swain, Georgia, Nystrom School, Richmond.
 Tardelli, Mrs. Agnes R., Union and Franklin Sts., San Francisco.
 Taylor, Leo F., 1640 22nd Ave., Oakland.
 Tessmer, Miss Etta H., Burrows and Somerset Sts., San Francisco.
 Thompson, Miss Louise, Versailles School, Alameda.
 Tillman, Miss Florence, 1707 West St., Oakland.

GUIDING CHILDREN IN DEMOCRATIC LIVING

Titus, Robert C., Haight School, Alameda.
 Torpey, Miss Marie C., Capital Ave. and Lobos St., San Francisco.
 Treat, Miss Alice, Longfellow School, San Jose.
 Tudbury, Mrs. Ethel W., Washington School, Berkeley.
 Van Auken, Miss Elizabeth, 451 Lincoln Ave., Palo Alto.
 Van De Mark, Mrs. Della, 327 Adams St., Oakland.
 Wallace, Miss Maude M., 3820 Kansas St., Oakland.
 Ward, Miss Helen, Holloway and Mason Aves., San Francisco.
 Ward, Mrs. Mabel, 691 Chetland Road, San Leandro.
 Ward, Miss Susie A., Douglas and 22nd Sts., San Francisco.

Wassum, Miss Clara, 936 E. Main St., Turlock, Calif.
 White, Miss Clara H., West Portal School, Taraval and Lenox Sts., San Francisco.
 Wiekling, Miss Anita, Sunol, Calif.
 Woolley, Mrs. Hazel, Byron, Calif.
 Wood, Miss Alma, 205 W. Fremont St., Stockton.
 Woodfin, Miss Joseph W., 1025 - 2nd Ave., Oakland.
 Woolscroft, Mrs. Esther, Anne Darling School, San Jose.
 Wright, Mrs. Helen R., 1118 McDonald Ave., Santa Rosa.
 Wulfin, Miss Gretchen, 1025 Second Ave., Oakland.
 Young, Miss Sarah L., 2451 Seminary Ave., Oakland.
 Zanker, Miss Pearl, Milpitas, Calif.
 Zimmerman, Fred 3500 Mountain Blvd., Oakland.

CENTRAL SECTION

Adams, Leslie L., Terry School, R. 2, B. 394, Selma.
 Allan, Mrs. Nan, 1019 Thorne, Fresno.
 Anderson, Miss Doris, Mt. Olive School, R. 1, B. 177, Kingsburg.
 Anderson, Mrs. Hazel, Welcome School, 908 Putnam Ave., Porterville.
 Anderson, Mrs. Margaret D., Union School, Rt. 4, Box 59L, Visalia.
 Appling, C. J., 2106 Ferger Ave., Fresno.
 Armour, Mrs. Mary, Tagus School, Rt. 4, Box 325, Visalia.
 Arnett, Miss Bernice, East Lynne School, Rt. 2, Box 291, Visalia.
 Askin, Miss Gwendolyn, Elbow Creek School, 315 N. W. 2nd Ave., Visalia.
 Atkinson, Mrs. Marie, Round Mountain School, Rt. 1, Box 351, Clovis.
 Bailey, Harvey, 209 Florodora, Fresno.
 Bain, Emerson, Eastern School, Rt. 1, Box 22A, Madera.
 Baird, Mrs. Lucile, Rt. 1, B. 270, Sanger.
 Bander, Mrs. Marguerite, 803 Palm, Fresno.
 Barkley, T. W., Woodville School, Rt. 1, B. 384, Porterville.
 Barstad, Lars, Jackson School, 2724 Farris, Fresno.
 Bartlett, Mrs. Beulah D., Shafter Primary School, Shafter.
 Barton, Mrs. Eureka, Eureka School, Rt. 4, Box 251, Hanford.
 Bassett, Mrs. Frances, Lemon Grove School, Box 272, Lemon Grove.
 Bennett, C. C., Liberty School, 718 South Locust, Visalia.
 Bennett, Mrs. Joye F., Highland School, 718 Locust, Visalia.
 Berg, Ophelia, Clay School, R. 1, B. 236, Kingsburg.
 Berry, Emmett R., P. O. Box 1150, Porterville.
 Bessey, Jay L., Strathmore School, Box 20, Stratmore.
 Bigham, Charles E., Porterville School, 924 Putnam, Porterville.
 Billings, Margaret, Bellevue School, 304 W. Bellevue, Porterville.
 Bjornsen, Holger, W. W. Wilson School, 408 W. Malone, Hanford.
 Blayney, E. G., Elbow School, Rt. 1, Box 1362, Visalia.

Bordern, William E., Rocky Hill School, Oroqui, Calif.
 Bovee, Mrs. Jeannette, Paloma School, Rt. 2, Box 158, Visalia.
 Boyles, Ruby, Delta View School, 508 N. Dooty, Hanford.
 Bozeman, Mrs. Elsie I., Excelsior School, 1030 N. Kaweah, Hanford.
 Branson, Mrs. Alice, 1327 Smith St., Fresno.
 Bratton, Truman, Howard School, Madera.
 Brooks, Cecil, Washington School, 612 El Monte, Dinuba.
 Brown, Mrs. Juanita M., Saucelita School, R. L, Box 212, Terra Bella.
 Brown, Mrs. Mary R., Friant School, Rt. 1, Bx. 132E, Clovis.
 Buckalew, Harry L., Jefferson School, 1019 N. Van Ness, Fresno.
 Burke, Miss Teresa, Jefferson School, Bx. 766, Wasco, Calif.
 Bushey, Mrs. Marjorie D., Ness Colony School, R. 1, B. 428, Clovis.
 Butler, Miss Alice, Roosevelt School, 259 N. K., Dinuba.

Carter, C. C., Box 58, Calwa, Calif.
 Carter, Ella, Pine Grove School, Trimmer Rt., B. 58, Sanger.
 Carpenter, Charles, Muir School, 1645 Farris, Fresno.
 Catlin, J. H., Reedley School, Box 507, Reedley.
 Catlin, Miss Ruby, Washington School, 816 Kern, Kingsburg.
 Chapman, Mrs. Opal, Easterby School, 1827 Vagedes, Fresno.
 Cheney, Mrs. Martha, Taft City Schools, Taft.
 Christensen, L. M., Gustine, Calif.
 Christiansen, Winfield, Addams School, Rt. 1, Box 176, Fresno.
 Clark, C. S., Alamo School, Box 907, Merced.
 Clark, Charles W., 258 N. Jackson, Fresno.
 Clark, E. C., Coalinga Junior High, Coalinga, Calif.
 Clemens, K. F., Wasco School, B. 776, Wasco, Calif.
 Cochran, Miss Madeline, Laurel School, Sycamore Ave., Tulare.

GUIDING CHILDREN IN DEMOCRATIC LIVING

- Coleman, Mrs. Louise, Temperance School, Rt. 1, Clovis, Calif.
- Crawford, Bruce, Buttonwillow, Calif.
- Critchton, George W., Jefferson School, 419 So. Conyer, Visalia.
- Crookshanks, Ivan, Ivanhoe School, R. 2, B. 717, Visalia.
- Crowley, Miss Elsie E., Carrie Barnett School, 210 N. E. 2nd Ave., Visalia.
- Cuthbertson, E. J., Lincoln School, Taft, Calif.
- Dann, Mrs. Elizabeth, Alpha School, 425 So. K St., Madera.
- Darby, F. C., Delhi, Calif.
- Davis, Mrs. Elizabeth, Oil King School, 195 College, Coalinga.
- Davis, W. N., Dinuba Schools, Box 184, Dinuba.
- Davy, Mrs. Mathilda, Horace Mann School, 2601 Avenida Esquela, Bakersfield.
- Dawson, Miss Nell, Sunset Elementary School, Coalinga, Calif.
- Drath, Ralph F., Webster School, 231 Highland, Visalia.
- Duhendorf, Ruth, Conyer School, 432 S. Locust, Visalia.
- Duran, Mrs. Rachel, Venice School, Rt. 2, Box 6, Visalia.
- Edgcomb, Charles E., Selma School, Box 330, Selma.
- Ehlis, Ralph J., Galen Clark School, 11 - 26th St., Merced.
- Engvall, Frances, Rt. 1, Bx. 191-C, Kingsburg.
- Engvall, P. W., Lemoore Elem. School, 215 Hamlet, Lemoore.
- Ensz, J. H., Sierra Vista School, 901 Encina, Visalia.
- Ewart, Mrs. Barbara E., Panama Elem. School, 716 Holtby Rd., Bakersfield.
- Farlow, Miss Mamie, Jefferson School, 719 San Emidio, Taft.
- Farnham, N. H., Standard School, Oildale, Calif.
- Farnham, Mrs. Nellie B., Longfellow School, Bakersfield, Calif.
- Feaver, Mrs. Vera, Chatham School, Rt. 2, Box 512, Visalia.
- Footman, Mrs. E. J., LeGrand.
- Fostenson, Fred, DeWolf School, 1404 Cambridge, Fresno.
- Frasher, E. E., Office of Supt., 301 Hall of Recorder, Fresno.
- Frazer, Mrs. Shirley A., Central School, Chowchilla.
- Fuller, Merle L., Chowchilla City School, Chowchilla.
- Gibson, Mrs. Elsa, Willow School, Rt. 3, Box 301, Visalia.
- Giffen, Mrs. Ada C., Office of Supt., 301 Hall of Recorder, Fresno.
- Given, Ada, LeConte School, 18th St., Merced.
- Glass, Syd L., Office of Supt., 301 Hall of Recorder, Fresno, Calif.
- Glenn, Mrs. Elsie B., Washington School, Box 216, Lindsay.
- Glover, Howard, Earlimart, Calif.
- Grow, Mrs. Blanche, Office of Supt., 301 Hall of Recorder, Fresno.
- Gustafson, L. E., Kingsburg School, 1771 19th Ave., Kingsburg.
- Hammet, Miss Hattie, 921 Thorne, Fresno.
- Hansen, Mrs. Katherine, Hilmar School, P. O. Box B 267, Turlock.
- Harding, Miss Ruth, Roosevelt School, Bakersfield.
- Harman, Mrs. Cora D., Goshen School, 515 Oak Park Ave., Visalia.
- Hart, Mrs. Elsie, Lovell School, Rt. 3, Box 317, Visalia.
- Hastings, Mrs. Neva P., Hope School, Rt. 1, Box 5, Terra Bella.
- Hawkins, Homer H., Waukena Union School, Box 291, Tulare.
- Heagg, Clarence H., Office of Supt., 301 Hall of Recorder, Fresno.
- Hifford, Mrs. Martha, Fairmead School, Chowchilla, Calif.
- Higginbotham, E. M., McFarland School, B. 458, McFarland.
- Hoessel, Sheldon, Union Ave. School, 912 - 17th St., Bakersfield.
- Hoke, Wilbur, Rockpile School, R. 1, B. 34, Arvin, Calif.
- Holland, Mrs. Dorothea L., Oak Grove School, B. 505, Tulare.
- Homan, Rose, Winchell School, 1633 College, Fresno.
- Hord, Mrs. Alice N., Alta School, 1341 F. St., Reedley.
- House, Mrs. Edna M., Roosevelt School, 421 So. G., Tulare.
- Hughes, Olin R., Lincoln School, 1207 K. St., Reedley.
- Hyde, Lafayette, 1215 Englewood, Fresno.
- Jacobsen, Lawrence, Beardsley School, 1001 Robert's Lane, Bakersfield.
- Jacobus, Gerald, Lincoln School, 423 Porter, Hanford.
- Job, Miss Martha, Thermal Schools, Box 3, Ducor, Calif.
- Johnson, Charles S., Emerson School, 1640 College, Fresno.
- Johnson, Gordon, M. E. Dailey School, 2916 Grant, Fresno.
- Johnson, Mrs. Muriel, Tensmuir School, 1222 Kaweah, Hanford.
- Jones, Edgar L., Claremont School, 297 Madison, Coalinga.
- Jones, Marvin D., John C. Fremont School, 235 - 23rd St., Merced.
- Jones, Shannon, Lowell School, 1301 Lucerne, Fresno.
- Jorgensen, Mrs. Mabel, Kettleman City.
- Jorgensen, Miss Harriett, Biola School, Rt. 10, B. 77, Fresno.
- Jorgenson, Mrs. Gertrude, Dairyland School, Chowchilla.
- Joseph, Jack, East Union School, 1609 Kaweah, Visalia.
- Kanen, Chas. H., Livingston.
- Keetch, Rulon P., Standard School, Oildale, Calif.
- Kelgord, Mrs. Betty C., Figarden School, Rt. 1, Box 391, Fresno.
- Kennedy, E. W., Ripperdan School, Madera.
- Kimes, William F., Box 176, Avenal, Calif.
- Knapp, W. A., Co. Supervisor, 144 - 26th St., Merced.
- Krikorian, Miss Lillian, Horace Mann School, Rt. 4, B. 193, Fresno.
- Krous, George T., Burroughs School, 1495 Englewood, Fresno.
- Laird, David J., Delano School, Delano, Calif.

GUIDING CHILDREN IN DEMOCRATIC LIVING

- Larson, Ruth E., Franklin School, 2100 14th St., Kingsburg.
- Latta, Mrs. Edythe, Canal School, Box 474, Gustine, Calif.
- Lavers, Mrs. Mary E., Wm. Penn School, 2204 San Emedie, Bakersfield.
- Lawson, J. A., Armona School, Box B, Armona, Calif..
- Lawson, Mrs. Neva W., Jefferson School, 614 Cypress, Bakersfield.
- Leffel, Mrs. Lucille, Round Mountain School, Rt. 2, Bx. 661, Sanger.
- Leno, R. S., 1801 Tyler Ave., Fresno.
- Lindstrom, E. J., Sunset School, 409 Sunset, Coalinga.
- Lohman, Nela J., Alpaugh School, Box 164, Tulare.
- Lowe, Jack W., Central Union School, 606 C St., Lemoore.
- Mabie, Ben H., Aztee School, Rt. 1, Box 159, Bakersfield.
- Macagni, Mrs. A. L., Riverside School, R. 3, B. 418, Turlock.
- Madsen, Miss Marie, Berenda School, 225 So. L. St., Madera.
- Martens, A. N., Burrel School, Burrel, Calif.
- Martin, Virgil, Riverview School, Rt. 1, Box 38, Reedley, Calif.
- Martin, W. G., Office of Supt., 301 Hall of Recorder, Fresno.
- Mason, Mrs. D., Oleander School, Rt. 5, B. 3150, Fresno.
- Mason, Mrs. Ethel K., Iowa School, 2611 Logan St., Selma.
- Massange, Victor, 3323 Mono, Fresno.
- Matchin, Miss Hannah, Kaweah School, 218 N. D St., Exeter.
- Mathiesen, Seymour, Office of Supt., 301 Hall of Recorder, Fresno.
- McAdams, Mrs. E., Taft Heights School, Taft.
- McCausland, Miss Marjorie, Pioneer Union School, R. 1, B. 108, Hanford.
- McClain, Miss Hannah, Rt. 1, Bx. 355, Clovis.
- McCord, L. W., Orange Cove.
- McDowall, Mrs. Mary, Three Rivers School, Kaweah, Calif.
- McGinnis, J. Clark, Rosedale School, 2302 Olympic Dr., Bakersfield.
- McHaley, Miss Erma, Rosedale School, Rt. 1, B. 801-A, Sanger.
- McKee, Mrs. Mattiene B., Sunset School, Box 765, Coalinga.
- McKibben, H. J., Midway School, Bin R., Follows, Calif.
- McMullan, Miss Eleanor, Navelencia Union School, 3727 McKenzie, Fresno.
- Meadows, Mrs. Gertrude, Murray School, Coalinga, Calif.
- Melton, Mrs. Bessie, Taurus School, Rt. 2, Box 197, Visalia.
- Meredith, Miss Grace, Elkhorn School, Rt. 1, Box 117, Riverdale.
- Meyers, Miss Esther, Oakhurst School, 601 N. Sanger.
- Miller, F. B., LaVina School, Rt. 3, Box 89, Madera.
- Mills, Arthur E., Firebaugh School, Firebaugh.
- Mitchel, Mrs. Maude S., Maricopa, Calif.
- Moffett, Paul F., Cecil Avenue School, Delano, Calif.
- Montgomery, DeWitt, Visalia Schools, Box 311, Visalia.
- Moorehouse, Mrs. Juanita, Lincoln School, 146 Glenn Ave., Fresno.
- Mulcahy, Mrs. Alice G., Central School, 151 N. H St., Tulare.
- Munce, Miss T. C., 14 Glenn Ave., Fresno.
- Munday, Mrs. Anna B., Manning School, Rt. 7, Box 290-C, Fresno.
- Murray, Mrs. Dorothy, Washington School, 404 W. Mineral King, Visalia.
- Murry, Mrs. Leone, Yettum School, Rt. 1, Box 201-C, Orosi, Calif.
- Myers, Mrs. Audley B., Big Sandy School, P. O. Box 17, Auberry, Calif.
- Napier, J. H., Jr., Tulare Schools, 740 E. Tulare, Tulare.
- Nelson, Miss Ruth A., Frankwood School, 4717 Iowa, Fresno.
- Newport, Mrs. Dorothy, W. W. Wilson School, 1507 N. Redington, Hanford.
- Nice, James, New Home School, R. 2, B. 240, Hanford.
- Niederauer, Phillip A., Mt. Vernon School, 217 Pacific, Bakersfield.
- Norwood, Mrs. Olive A., Richgrove School, B. 52, Ducor.
- Olinder, Lawrence G., Box 37, Pinedale, Calif.
- Ostrom, R. W., Bowles School, Box 22, Bowles, Fresno.
- Overland, Mrs. Jessie, Willow Grove School 1100 Kaweah, Hanford.
- Paulson, James, Bethel School, 472 Adaine, Fresno.
- Pederson, H. E., Cutler School, Box 128, Cutler School, Box 128, Cutler.
- Perkins, Mrs. Lula, East Orosi School, R. 1, B. 207, Orosi, Calif.
- Peterson, Clarence, Mendota.
- Peterson, L. C., Big Creek, Calif.
- Petrie, Mrs. Irene V., Kern Gen. Hosp., 2023 Flower, Bakersfield.
- Power, Mrs. Ramona, Ft. Washington School, R. 1, B. 204A, Fresno.
- Powers, Mrs. Pearl B., Sunset Elem. School, Coalinga.
- Prisor, Carl E., Fowler.
- Pugh, Jack M., Box 265, Arvin, Calif.
- Pummill, Mrs. Blanche, Lindcove School, Box 291, Exeter.
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- Rambo, Mrs. Erma, Ducor Schools, 535 Roche, Porterville.
- Reavis, Glenn D., Clovis, Calif.
- Reeves, Mrs. Mable E., Jordan School, R. R. Winton, Calif.
- Reinhard, Grace, Co. Supervisor, Hanford.
- Renke, Daniel R., Mt. View Elem. Schools, R. 6, B. 682, Bakersfield.
- Rennick, H. L., Dallas School, 1401 Wishen, Fresno.
- Reyburn, Mrs. Hazel, Jefferson School, R. 1, B. 395 Clovis.
- Reyer, Earl, Lincoln School, 147 S. E., Tulare.
- Reynolds, Mrs. Newport, Hamilton School, R. 1, B. 263, Hanford.
- Rhea, Mrs. Georgie, Clay School, Gen. Del., Newman.
- Rice, E. G., Wilson School, 118 Crespi, Exeter.
- Richert, Paul H., Maple School, Shafter.

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- Riebel, Mrs. Kathryn, Centerville School, 828 N. Sanger.
- Riggins, Mrs. Vera B., Chowchilla School, Box 16, Chowchilla, Calif.
- Ripple, L. W., Oakdale School, 743 Mari-posa, Tulare.
- Rockafellow, J. G., Wilson School, 203 Nichols, Dinuba.
- Rodgers, Mrs. Eudora F., Arcola School, Rt. 2, Box 29, Madera.
- Rountree, Mrs. W. L., Outside Creek School, 611 Noble, Visalia.
- Roush, O. A., Hardwick School, P. O. Box 129, Hardwick.
- Rudholm, M., Terra Bella School, Box 483, Terra Bella.
- Rudholm, Melvin P., Pixley School, Box 303, Pixley.
- Rupel, Claude, Walnut School, 1450 East St., Selma.
- Russel, Mrs. Wilda R., Sentinel School, Prather.
- Russler, Mrs. Ella, Pollasky School, Clovis, Calif.
- Satterburg, Walter, Gen. Grant School, 1430 F. St., Reedley, Calif.
- Schatz, Mrs. O. C., Standard Primary School, Oildale, Calif.
- Schmidt, Mrs. Blanche, Dos Palos.
- Seaton, Mrs. Doris M., Bethel School, Chowchilla, Calif.
- Serbian, Robert, Strathmore School, Rt. 1, Box 51, Porterville.
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- Shipley, Arthur, Office of Supt., 301 Hall of Recorder, Fresno.
- Shoesmith, Walter, Emerson School, 2120 A St., Bakersfield.
- Siegfried, Annetta, Emerson School, R. 1, B. 255, Lemoore.
- Simpson, Clyde, Springville.
- Smith, Frank H., Washington School, 36 Acacia Ave., Reedley.
- Smith, Leslie B., Riverdale Elem. School, P. O. Box 142, Riverdale, Calif.
- Smith, Mrs. Lillian, Oakvale School, 419 N. Redington, Hanford.
- Smith, Mrs. Mamie, Reeding School, 2912 Blackstone, Fresno.
- Smith, Roy L., Buena Vista School, 1194 Sequoia, Tulare.
- Smith, Wier, Central School, Stratford.
- Sorenson, Miss Margaret B., American Colony School, 1334 Thorne, Fresno.
- Squier, Clifford O., Santa Fe School, Shafter.
- Stadtmiller, H. C., Lincoln School, Box 363, Exeter.
- Stewart, A. B., Tipton School, Box 128, Tulare.
- Swank, Mrs. Flora, Nickerson School, Box 68, Visalia.
- Swihart, E. W., Fairfax School, Rt. 5, Box 259, Bakersfield.
- Thomason, J. A., Northfork.
- Thompson, Harvey, Elderwood School, R. 1, B. 91, Woodlake.
- Torre, John F., Los Banos.
- Turney, W. M., Richland School, P. O. Box 354, Shafter.
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- Upson, Mrs. S. Lorene, Packwood School, 320 W. "O", Visalia.
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- Vertrus, C. Edgar, Shafter School, R. 2, Box 142, Bakersfield.
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- Walker, S. L., 421 Saginaw, Fresno.
- Walker, W. J., Wilson School, 1025 Sycamore, Tulare.
- Walter, Arthur, Sanger City School, Sanger.
- Wash, Miss Thelma, Lone Star School, R. 1, Box 151, Parlier.
- Watkins, Ben, Washington School, 1404 Normandy, Hanford.
- Weiser, A. E., McKinley School, P. O. Box 263, Bakersfield.
- West, E. C., Colony School, Delano, Calif.
- White, Francis J., Woodlake, Calif.
- Wienke, H. May, Kirk School, 3154 Huntington, Fresno.
- Wieser, Harry, Greenfield School, R. 2, B. 251G, Bakersfield.
- Williams, Mrs. Marian, Lincoln School, 639 E. San Joaquin, Tulare.
- Williams, Mrs. Nellie, Roosevelt School, 407 Warren, Taft.
- Williams, Waldo, Taft Primary, 413 Woodrow, Taft.
- Williamson, James E., Lost Hills School, Lost Hills, Calif.
- Wirslow, Mrs. Hazel, Roosevelt School, 425 Porter, Hanford.
- Winthers, Henry, Monson School, 165 Whitney, Dinuba.
- Woody, Mrs. Frances J., Woody, Calif.
- Wright, Thomas, Lafayette School, 4912 Wishon, Fresno.

CENTRAL COAST SECTION

- Ball, Mrs. Fern, Bellevue School, San Luis Obispo.
- Beeson, Mrs. Frances, Freemont School, Monterey.
- Bengard, Mrs. Hazel, Olympia School, Hollister.
- Berherick, Mrs. Charlotte, Santa Anita School, Hollister.
- Chapman, Mrs. Aileen, Greenfield School, Greenfield, Calif.
- Collett, Cyril, 433 Central Ave., Salinas.
- Cook, Mrs. Anna M., 283 Bay St., Santa Cruz.
- Cordrey, Frank B., Branciforte School, Santa Cruz.
- Covell, Eldon J., 1195 Franklin St., Monterey.
- Cralle, Frank S., Rt. 4, Bx. 717, Santa Cruz.
- Croad, J. R., Box 12, Monterey.
- Crook, J. W., P. O. Box 91, Spreckels.
- D'Anna, Joseph, Hull School, Watsonville.
- Decarli, Miss Josephine, 229 Maple, Salinas.
- Dillingham, Brian M., 1091 El Camino Real, Salinas.

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- Dyke, Mrs. Elmarie H., Box 300, Pacific Grove.
- Evans, J. G., 31 Buena Vista, Santa Cruz.
- Fikes, Miss Edith, 120 Sumner St., Santa Cruz.
- Frantz, Oscar, Morro Bay School, Morro Bay.
- Frost, Mrs. Katherine, Hawthorne School, San Luis Obispo.
- Gilbert, Miss Frances June, 43 via Encanto, Monterey.
- Handley, Mrs. Vera, Mission Union School, Soledad.
- Heinrich, Glenn C., 705 Grace St., Monterey.
- Hoover, Mrs. Dorothea, Huasva School, Arroyo Grande.
- Hocver, Mrs. Gladys, Casa Del Rey Apts., Santa Cruz.
- Houx, Miss Kate, Rural Supervisor, Hollister.
- Howard, Mrs. Margarita, Arroyo Grande.
- Hull, Arthur C., Sunset School, Carmel.
- Hylton, J. Paul, Fremont School, San Luis Obispo.
- Jasper, Cedric, Del Monte School, Monterey.
- Joseph, Manuel T., 1201 - 9th St., Monterey.
- Judkin, Mrs. Frances, Pismo Beach School, Pismo Beach.
- Julian, Mrs. Winifred, Sur Route, Monterey.
- King, Miss Edith, P. O. 36, Aptos, Calif.
- Krieger, H. H., P. O. Box 174, San Ardo.
- Low, E. L., 1105 Sanborn Rd., Salinas.
- Lundberg, Carl, 560 Santa Maria, Salinas.
- McCombs, Fred G., 399 King St., Santa Cruz.
- Manafield, Mrs. Evalyn, San Lucas Union School, San Lucas.
- Meints, Miss Viola, 24 Peyton, Santa Cruz.
- Melendy, Miss Lila, Co. Supt. of Schools, Hollister.
- Moore, Trammell, Atascadero School, Atascadero.
- Norman, Roy H., 94 Trevathan Ave., Santa Cruz.
- Northey, Miss Frances, Oceano School, Oceano, Calif.
- Owens Mrs. Ruby, 825 Soquel Ave., Santa Cruz.
- Reed, Samuel P., Mission Hill Jr. High, Santa Cruz.
- Reimers, F. W., 321 Lorimer St., Salinas.
- Rhodes, Alvin, Co. Office, San Luis Obispo.
- Ricotti, Miss Marie, Pacheco School, Hollister.
- Samson, Miss Ada, 77 Cleveland, Santa Cruz.
- Saxe, Arthur O., Santa Margarita School, Santa Margarita.
- Scafani, Anthony, San Miguel School, San Miguel.
- Skanchy, Miss Thelma, 402 Cayuga St., Salinas.
- Spech, Glen W., Paso Robles School, Paso Robles.
- Stier, Leland, Cayncos School, Cayncos.
- Teach, Charles E., Supt. of Schools, San Luis Obispo.
- Teerling, Mrs. W. M., Calabasas School, Aptos, Calif.
- Tipton, R. S., Soledad School, Soledad.
- Wideman, Miss Grace, Gonzales School, Gonzales.
- Wright, Donald, Emerson School, 858 Torro St., San Luis Obispo.
- Ziel, Miss Eleanore, Rt. 1, Box 775, Monterey.

NORTHERN SECTION

- Allison, Warren, P. O. Box 68, Rio Linda.
- Amick, H. Spence, 2791 - 24th St., Sacramento.
- Ash, Mrs. Sadie V., Co. Supt., Colusa.
- Bacon, Devere B., 1616 Vallejo Way, Sacramento.
- Bailey, Edward, Cypress Elem. School, Redding.
- Baker, Miss Ethel U., Fruit Ridge School, 1517 40th St., Sacramento.
- Barnes, Geo. P., Colusa.
- Bayliss, Karl, Lincoln, Calif.
- Birch, J. E., Willows.
- Bullard, Lyrel D., Maxwell.
- Burkhard, William J., 21st and L. Sts., Sacramento.
- Butler, Neal, Orland.
- Cain, E. V., Red Bluff School, Red Bluff.
- Campbell, Mrs. Gertrude, Sutter Elem. School, Sacramento.
- Cayot, Miss Eva, Portola.
- Clayton, J. M., Winters.
- Corbin, Richard, West Side Elem. School, Redding, Calif.
- Cowan, James R., Arcade Elem. School, Sacramento.
- Crocker, Sibyl C., Camino, Calif.
- Darby, Harold, 1816 - 49th St., Sacramento.
- Dean, Ray B., 34th and K Sts., Sacramento.
- De Barnardi, Warren, Bayless.
- DeBolt, Mrs. Carolyn, Supv. Health and Attend., Colusa.
- Deering, E. R., Gen. Supervisor, 620 Lane St., Yreka.
- Dyer, Mrs. Bessie T., Knights Landing.
- Dyer, Gladys, Arcade School, 5021 San Francisco Blvd., Sacramento.
- Edgecomb, E. Homer, Susanville School, Susanville.
- Edmonds, Mrs. Ruth, Supv. Colusa Co., Colusa.
- Edwards, Louis, Corning School, Corning.
- Emerson, Floyd, Palermo School, Palermo.
- Evans, Paul I., Dorris, Calif.
- Evans, T. E., Rocklin, Calif.

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- Farley, Melvin, 112 Pleasant St., Grass Valley.
- Farnsworth, R. B., Theodore Judah School, Sacramento.
- Fithian, Mrs. Maud, County Office, 2780 10th St., Sacramento.
- Foster, Eugene, Isleton Union School, Box 726, Isleton, Calif.
- Fox, Mrs. Bernice, Ord.
- Frame, Dana S., 3228 Franklin Blvd., Sacramento.
- Gallagher, Elwyn, Bryte, Calif.
- Garland, Elizabeth, Hennessy Annex, Grass Valley.
- Hamlin, Mrs. Sarah, Westwood.
- Harvie, Miss Jean, Walnut Grove, Calif.
- Henderson, Adin D., American Legion School, Sacramento.
- Henderson, O. S., Sierra School, 3228 W St., Sacramento.
- Hendrix, Ed, Biggs, Calif.
- Henson, Melvin, 4001 - 46th St., Sacramento.
- Herrington, Charles, Dist. Supt., Gridley.
- Hockabout, M. C., Central Gather School, Sutter Co.
- Hottman, Wilfred, Orland.
- Howe, William S., 4623 9th St., Sacramento.
- Huganey, Miss Ida, 1150 Safford St., Oroville.
- Jans, Raymond, Rt. 2, Oroville.
- Johnson, L. G., Arbuckle, Calif.
- Johnson, Mrs. Thelma, Elder Creek School, 1237 Cavanaugh Way, Sacramento.
- Kaler, J. E., 2970 Riverside Blvd., Sacramento.
- Kent, Genevieve, Grass Valley, Calif.
- Kerber, Mrs. Ruth G., Supt. Tehama County, Red Bluff.
- Kiesel, Ferdinand, Galt Union School, P. O. Box 225, Galt, Calif.
- Koehler, Mrs. Cecile, Glenn.
- Kramer, Peter, Franklin School, 2711 3rd Ave., Sacramento.
- Learned, Roy E., 1716 E. St., Sacramento.
- Lindsay, Mrs. Aimee, 1619 N St., Sacramento.
- Lothhammer, Miss Mildred, 2420 N St., Sacramento.
- Lowe, Russell A., Dist. Superintendent, McCloud, Calif.
- Luttrell, George E., 409 N. Main St., Yreka.
- Marshall, Delmar, Dist. Supt., Davis, Calif.
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- McChesney, P. C. 21st and L Streets, Sacramento.
- McCollum, William, Carr School, Tullake, Calif.
- McGie, Joseph, Wilson School, Gridley.
- McKenzie, Miss Kathryn, Chico Elementary, Chico.
- McQuaid, Mrs. Katherine, Supervisor, Yuba Co., Marysville.
- Mansfield, Miss Beryl, Chico Elementary, Chico.
- Mead, Mrs. Agnes Weber, 830 F. St., Marysville.
- Michell, Joe, Williams, Calif.
- Milani, Angelo, Manzanita, Live Oak, Calif.
- Miller, Marshall, 323 - 1st St., Davis.
- Mohr, Arthur E., Donner School, 4554 - 8th Ave., Sacramento.
- More, Glen, East Side Elem., Redding.
- Moskowitz, Mrs. Myron, Eastside, Oroville School, Rt. 3, Box 18, Oroville.
- Mounday, Mrs. Grace, Union Hill School, Grass Valley.
- Nedom, Clarence, McKinley School, Gridley.
- O'Reilly, Ed P., 418 P St., Sacramento.
- Palmer, John, Placerville Elementary, Placerville.
- Polster, Arthur H., 21st and L Sts., Sacramento.
- Powers, Joseph, Grimes, Calif.
- Price, Charles, Orland.
- Reines, Hans J., Hamilton City.
- Riley, J. B., Box 314, Wheatland.
- Robinson, Fred, American River School, 1139 Sonoma Ave., No. Sacramento.
- Ross, Thomas, 130 - 7th St., Marysville.
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- Sanderson, Mrs. Perle, 301 Co. Court Hse., Sacramento.
- Sapp, Mrs. Ella C., 581 E. 4th St., Chico.
- Secor, Mrs. Hannah, College City School, Colusa.
- Sessarego, Albert, William Land School, Sacramento.
- Silver, Mrs. Nettie, Orland.
- Sisk, R. M., Chico Elementary, Chico.
- Skinner, Geo. S., Del Paso Elem. School, Del Paso Heights, Calif.
- Smith, F. B., El Dorado School, Sacramento.
- Spencer, Harold B., 2620 V. St., Sacramento.
- Stansell, Miss Helen E., P. O. Box 678, Chico.
- Stephens, W. Siebert, Redding Elem. Schools, Redding.
- Taylor, Oswald, So. Sacramento School, 3533 20th Ave., Sacramento.
- Thomas, Mrs. Gladys, Jefferson Elem., 1609 39th St., Sacramento.
- Thompson, Sherman, Corning School, Corning.
- True, Mrs. Lola, Elk Creek, Calif.
- Vineys, Max, Princeton, Calif.
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- Walker, Mabel, 1210 - 38th St., Sacramento.
- Whitehead, T. L., Woodland Elementary, 107 - 3rd St., Woodland.
- Wilson, Miss Henrietta, Bates Joint Union School, Courtland, Calif.
- Wilson, Mrs. Laura Davis, 5924 - 5th Ave., Sacramento.
- Winterstein, Herb, Arden Elem. School, Rt. 9, Box 1851, Sacramento.
- Ycst, Mrs. Marcella, North Sacramento School, 237 Oakmont Ave., North Sacramento.

NORTH COAST SECTION

Cameron, Frank J., Ferndale, Calif.
Carter, W. N., Fields Landing.
Clow, Mrs. Jeannette C., Rt. 1, Bx. 213A,
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Dadnis, Willis, Laytonville.

Falkenstien, Mr., Fortuna, Calif.
Forson, Archie Weitchpec.

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Nelson, Mrs. Orletta, Willets, Calif.

O'Donnell, M., Ferndale, Calif.
Ostrander, Mrs. Marie, Orleans, Calif.

Patenaude, C. A., Blue Lake, Calif.

Schusman, Mrs. Henrietta, Arcata, Calif.
Simpson, Jack, Redwood Valley.
Stewart, Hugh B., Arcata, Calif.

Tolle, Vernon D., Arcata.

Woodcock, P. F., Crescent City, Calif.

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Berry, Mrs. Bertha I., 1261 S. Mariposa,
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Blakemore, Miss Edith B., 355 E. Alvarado,
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Blanchard, Miss Alice C., 235 E. Alvarado,
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Board, Mrs. Lorraine M., 1555 Bel Aire,
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Boencke, Miss Frieda, 6930 N. Figueroa,
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Bonsall, Miss Marcia V., 9325 Stanford
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Bowen, Wayne, 403 S. Tamarind,
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Bowman, Melvin, 614 Alameda Padre Serra,
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Boyer, Mrs. Edith M., 2428 Altura Ave.,
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Boyer, Mrs. Maurine C., 317 S. Granada
Ave., El Monte.
Branson, Miss E., Seeley, Calif.
Briggs, Homer F., 959 E. D Street, Ontario.
Brinn, Mrs. Vera L., 1476 E. California
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Brubaker, D. E., 11562 Richland Ave.,
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Burgert, Robert H., 822 - 65th St., San
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Burlison, Mrs. Letta, 3151 Vaquero St.,
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Burnette, Mrs. Estelle, 1074 Walnut Ave.,
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